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ABSTRACT

This document reports the proceedings of a five-day workshop for guidance leadership personnel--including local directors of guidance and pupil personnel services, career education coordinators, state department of education specialists and counselor educators--in Pennsylvania. The focus of the Institute was on the relationships between career education and career guidance, the planning and management of such interaction, and methods of meeting the needs of selected special populations. During the many presentations and group discussions, particular attention was given to such topics as (1) national and state legislation, policy and trends in youth employment, Comprehensive Employment and Training Act, career education and career guidance; (2) international approaches to career education and career guidance; (3) comprehensive models of career guidance/career education program interaction; (4) contrasts and relationships between career education, career guidance, and vocational education; (5) models of collaboration between the school and the community in career education; (6) career education and planning with mentally retarded and other special needs populations; (7) equity and reduction of sex bias in career education and career guidance; (8) career education and planning for minority youth; and (9) career development theory in career education and career guidance. Conclusions drawn from the Institute and recommendations for career education and career guidance leadership complete the document. (KC)

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CAREER EDUCATION AND CAREER GUIDANCE

PERSPECTIVES ON RELATIONSHIPS AND IMPLEMENTATION

Proceedings of the Third Annual
Summer Institute for Guidance Leadership

July 21-25, 1980

The Pennsylvania State University
University Park, Pennsylvania

In cooperation between the
Division of Counseling and Educational Psychology,
The Pennsylvania State University
and
The Career Education Section,
The Bureau of Curriculum Services,
The Pennsylvania Department of Education

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U.S. DEPARTMENT OF HEALTH,
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NATIONAL INSTITUTE OF
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INTRODUCTION

PL 95-207, The Career Education Incentive Act, has reinforced the important interactions which must occur between career guidance and career education if students exposed to these efforts are to be served effectively. Given differences in educational resources, student populations, geographic characteristics and outcomes sought there are multiple ways by which career education and career guidance can be conceived and implemented. Unfortunately, many persons in guidance leadership are not familiar with the alternative approaches which have been demonstrated and evaluated. In addition, many persons in guidance leadership are unclear about the differences between career education, vocational education, and career guidance; considerations in planning and implementing career education and career guidance programs which are mutually supportive; methods of developing collaboration between schools and community in behalf of career education; programmatic approaches to career guidance; special considerations attendant to working with mentally retarded students and to the reduction of sex bias in career planning; to the emerging relationships between career education, career guidance, and federal youth employment legislation; and to the approaches used by other nations in addressing the career education and career guidance of youth. Without a broad cadre of guidance leadership personnel--including local directors of guidance and pupil personnel services, career education coordinators, state department of education specialists and counselor educators--enlightened about such substantive areas affecting the interaction between career education and career guidance, local approaches to such efforts are likely to be fragmentary or stifled.

The Objectives of the Institute:

The Third Annual Institute for Guidance Leadership was comprised of an intensive five-day workshop for guidance leadership personnel in the Commonwealth. The focus of the Institute was on the relationships between career education and career guidance, the planning and management of such interaction, and methods of meeting the needs of selected special populations. Each Institute participant was expected to acquire knowledge and skills pertinent to the Institute's focus.

Particular attention was given to such emphases as:

-- National and state legislation, policy and trends in youth employment, CETA, career education and career guidance

-- International approaches to career education and career guidance

-- Comprehensive models of career guidance/career education program interaction

-- Contrasts and relationships between career education, career guidance and vocational education

-- Models of collaboration between the school and the community in career education

-- Career education and planning with mentally retarded and other special needs populations

-- Equity and reduction of sex bias in career education and career guidance

-- Career education and planning for minority youth

-- Career development theory in career education and career guidance

Procedures:

The objectives for Institute participants were achieved in the following ways:

1. National and state leaders in career education and career guidance presented major papers, conducted discussions and participated in panels dealing with the topics identified above.

2. Each participant will receive proceedings of the Institute for future reference.

3. Each participant had opportunities for small group interaction with other participants to discuss the implications of the major topical areas for local planning and action.

4. Each participant became aware of selected career education/career guidance sites in Pennsylvania which they may wish to visit or communicate with.

5. Each participant was expected to purchase a meal ticket so that lunch could be a common and interactive experience for participants.

6. Each participant had the opportunity to attend a catered picnic at cost and to join in other recreational activities.

7. Each participant had the opportunity to inspect and read books, journals, and reports bearing upon Institute topics.

8. Each participant had an opportunity to interact with the state career education coordinator and other P.D.E. staff to become personally acquainted and to discuss participant questions or problems.

The following material is primarily in response to objective 2: the provision of Institute Proceedings which includes copies of the major presentations given and the recommendations for action which emerged from the ongoing small group activity in the Institute. We hope that each Institute participant will find these proceedings helpful in implementing the learning achieved. We also hope that other persons reading these proceedings will find content of value and an inspiration to continuously work toward improvement of their local efforts in career education and in career guidance.

Edwin L. Herr
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Institute Director

INSTITUTE PRESENTATIONS

CAREER EDUCATION AND CAREER GUIDANCE: SOME PERSPECTIVES

Kenneth B. Hoyt
Director, Office of Career Education
U. S. Department of Education

(Dr. Hoyt stated that his view of the relationships and differences between career education and career guidance was best articulated in a paper which was published in 1980 by the American Personnel and Guidance Association. We are pleased to acknowledge the permission of the American Personnel and Guidance Association to publish that paper entitled, "Contrasts between the guidance and the career education movements."[1] Before doing so, however, Dr. Hoyt's preliminary remarks will be briefly summarized.)

Preliminary Remarks

At the present time career education is where I have always hoped career guidance would be. There will never be enough counselors to provide the amount of career guidance desired by children and adults; therefore, it is necessary to involve a range of people who can contribute to the provision of career guidance.

I view career education as providing persons with employability/adaptability/promotability skills which will allow people to deal with the certainty of uncertainty. In my paper, which follows, I list ten specific emphases in career education. In addition to these cognitive goals, I should like to point out two major process goals as well. They are:

1. Partnership between the school and community. Career education is a community effort, not just a school program. The greater the involvement of community, the greater the respect career education will

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[1]Kenneth B. Hoyt. Contrasts between the guidance and the career education movements. In Francis E. Burtnett (Ed.), The school counselor's involvement in career education. Washington, D. C.: American Personnel and Guidance Association, 1980, pp. 1-11.

receive both in and out of school. We must involve persons from the community in teaching the skills comprising career education.

2. Educational change. Career education requires "people change" in education. Teachers must reflect concern for work in every class, in every school, at every level. Career education is a team effort in a school which fuses career development with the teaching/learning process. Counselors must help teachers (the primary actors) in their career education efforts, rather than the other way around.

(Against this brief synopsis of contextual observations, Dr. Hoyt's paper is presented in its entirety.)

Introduction

The exact role of any segment of society in career education is best determined by its members, not by specialists in career education. That is why OE's Office of Career Education has awarded a contract to the American Personnel and Guidance Association (APGA) to study and clarify the role of the counselor in career education. Similar contracts have also been awarded to several other professional associations, each of which represents a particular segment of education.

The purpose of this paper is to comment on what I perceive to be a number of significant historical contrasts between the relatively older guidance movement and the relatively younger movement called "career education." I am acutely aware of the obvious high degree of bias that I bring to this assignment. Both "guidance" and "career education" are movements composed of a number of "camps," each of which views the movement from a different perspective. Obviously, I belong to only one of those "camps" in both of these important movements. I speak here only for myself, not for either movement.

This paper is divided in three parts. First, I want to present what seem to me to be some basic similarities between the conceptual basis on which both of these movements are formed. Second, I want to outline some perceptions of what has happened to change the nature of the guidance movement over the last 60 years. Finally, I want to conclude by specifying some hard decisions to be faced by the guidance movement with respect to the current evolving nature of career education.

The Conceptual Basis of Guidance and Of Career Education

Some Historical Center Similarities

The guidance and career education movements share in common three basic conceptual bases in terms of their historical beginnings. Each holds important implications for today's counselors as they consider their possible roles in career education.

First, both movements were born out of a concern for education/work relationship problems facing persons in our society. This can be easily seen if the definitions of "guidance" used by Frank Parsons and the definition of "career education" used by the Congress in writing the Career Education Incentive Act--P.L. 95-207--are contrasted. Parsons, you will recall, defined "guidance" as choosing, preparing for, entering upon, and progressing in an occupation. The Congress defined "career education" as career awareness, exploration, planning, and decision-making. In spite of differences in meaning today between the words "career" and "occupation," the basic similarity in these two movements as attempts to respond to the basic societal need to help individuals solve problems of education/work relationships is clear. American society has supported attempts to meet this need for more than 70 years. Both "guidance" and "career education" gained their initial acceptance through contending that they held potential for meeting this need.

Second, early attempts to provide a conceptual framework leading to definition of the movement bear great similarity when the guidance and career education movements are contrasted. These include such bedrock concepts as: (a) the God-given right of each individual to choose her/his own destiny is of paramount importance--(remember, the first action word in Parson's definition is "choose"); (b) the need for the movement is lifelong and includes individuals of all ages; (c) the effort is more properly thought of as a community effort than as an effort of the education system alone--(remember, Parsons started his work with young adult men in a YMCA, not in a school building); (d) within education, the key "actor" in delivery of the effort is the classroom teacher--(remember Ruth Strang and the "every teacher is a counselor" days?); (e) the movement is developmental/preventive, not remedial in nature and is intended to be applicable to all persons; and (f) the movement is organized around the basic theory and research in career development. In all six of these ways, guidance and career education, in terms of their beginnings, share some important basic definitional concepts. Some counselors still believe in these basic concepts that formed the bedrock for the beginnings of the guidance

movement. Those who do are sure to share much in common with today's career education "crusaders."

Third, and by far the most important, both the guidance movement and the career education movement have evolved more as basic system solutions than as a tailor-made response to a specific problem. Both have emphasized their potential for providing help to individuals much more than they have emphasized the presence of a problem. The bedrock parameter these two movements share here is help-giving. This perceived basic potential for help-giving has led both movements to expand their concerns--and their claims for effectiveness--far beyond the specific area of work/education relationships. This has led some persons involved in each of these movements to forget why their movement was created in the first place. It has been both a "blessing" and a "curse"--a "blessing" in the sense it has afforded expanded opportunities to serve, and a "curse" in that it inevitably leads to accusations of over-promise and under-delivery. Even more, as system solution efforts, both movements have called for basic changes in the American system of education--thus lending themselves to constant criticism on the part of the many who resist change. Operating as a system solution is a "cross" that both guidance and career education have had to bear.

Changes in the Guidance Movement: The Last 60 Years

With such obvious historical parallels in early beginnings, it now seems appropriate to examine the older of these two movements: namely, the guidance movement, in terms of how it has changed in ways that have assured its survival and growth over the last 60 years. Having been personally a part of the guidance movement for only a little over 30 years, I must draw primarily on the literature and on what I learned in my first few years in the field from a number of early guidance leaders, almost all of whom are now dead. I include here my early contacts with such former leaders as: (a) Harry Dexter Kitson, (b) Harry Jager, (c) Cliff Froehlich, (d) Dolph Camp, (e) Floyd Cromwell, (f) Frank Sievers, (g) Harry Smallenberg, (h) Ed Roeber, (i) Ralph Bedell, (j) Bill Dugan, (k) Nancy Wimmer, and others--some of whose names are probably unfamiliar to many of today's counselors.

In doing so, I want to limit my remarks to those observations which, to me, hold the greatest implications for the possible future of career education. That is, I make no pretense that this view is either comprehensive or free of bias. I am concerned only about giving today's counselors a perspective they may find useful in considering the counselor's role in career education.

First, I would contend that, with a few notable exceptions (e.g., Meyer Bloomfield in New York City; Detroit, Michigan; and St. Louis, Missouri) it was not until after World War I that guidance began to become a popular topic in American education. During the 20 years between 1918 and 1938, the guidance concept was championed in American secondary education primarily as a school system-wide effort to provide help to students in educational/vocational decision-making. The notion of involvement of all professional educators, coupled with efforts of the broader community, was the primary "banner" under which guidance operated. Guidance was viewed as a concept, not as a program. As a result, it is most difficult to determine the extent to which the concept was implemented in American education during this period of time. It seems clear that it was generally regarded as "a good thing" but no one seemed to know, for sure, exactly what this "good thing" was nor how extensively it was being applied.

Beginning in 1938 with establishment of the first guidance branch in USOE, the primary way of measuring progress in the guidance field shifted from measuring the nature and extent of community efforts to counting the number of counselors who had been employed. Ever since then, this seems to have been the prime criterion used in assessing the "growth" of the guidance movement. It is now common to talk about "growth" in guidance by pointing to the fact there were fewer than 50 school counselors prior to 1920; 3,800 by 1938; 8,200 by 1946; 14,000 by 1953; and over 40,000 today.

Between 1938 and 1958, this effort of the guidance movement to increase the number of counselors was accomplished through a combination of factors including: (a) appointing a state supervisor of guidance in every state department of education; (b) establishing counselor certification

requirements for school counselors; (c) establishing professional associations of counselors (including the eventual merger of several of these into APGA in 1952); and (d) establishment and operation of counselor education programs. I was both a school counselor and a counselor educator during this period of time. As I recall, my perceptions of what I was to do, as a school counselor, were still heavily weighted toward: (a) an emphasis on career guidance; (b) an emphasis on encouraging classroom teachers to participate in the guidance function; and (c) an emphasis on getting community involvement in the total guidance effort. As a counselor educator during that period of time, I recall that relatively few school systems were employing counselors. However, those who did so knew why they needed them and what they expected them to do--the primary emphasis was clearly on educational/vocational guidance.

Since 1958, with passage of the National Defense Education Act, the preoccupation of the guidance movement with increasing its emphasis on the counselor--and decreasing its emphasis on the earlier conceptual basis for the guidance movement--has increased still more dramatically. Funds available under Title V-A of NDEA were used to encourage still more K-12 school systems to employ counselors. Funds available under Title V-B were used to greatly increase the quantity--and hopefully the quality of counselor education programs. Additional "weapons" for use in increasing the number of counselors were found by including a requirement for "counselors" in the regional accrediting commission standards and by emphasizing still further the importance of professional standards for counselors--and for counselor education institutions.

There is no doubt but that, to the extent the goal is considered to be simply increasing the number of counselors, one would have to conclude that the guidance movement has met with remarkable success over the last 60 years. However, to the extent the goal is viewed as one of furthering the growth and implementation of the basic concepts of guidance, I would contend the "record of progress" is not nearly so positive. There has been, in my opinion, a very heavy price paid by the guidance movement in order to attain its goals of increasing the number

of counselors. That price can be seen in each of the three conceptual bases of guidance outlined earlier.

First, in terms of viewing the primary guidance mission as that of helping persons solve education/work relationship problems, it seems safe to say that there is no general consensus, among professionals in guidance, that this <u>is</u> their primary role. Many do not see this function as <u>any</u> part of their current responsibilities. Similarly, those who employ counselors have also learned to avoid viewing this function as their primary reason for doing so. By emphasizing the need for more counselors, we have, to some considerable degree, lost sight of the societal reasons that led to creation of the guidance movement.

Second, in terms of the basic guidance concepts outlined earlier, the guidance movement has moved away from its earlier emphasis on a school system-wide effort, coupled with a broader community effort, and toward a position which assumes the mission will be accomplished through efforts of counselors alone. This has led to downplaying the importance and relevance of the word "guidance" and toward playing up the importance of two other words--namely, "counseling" and "counselor." More and more, the "guidance job"--whatever that may be--has been seen as "something that counselors do." As counselors have thus been led toward defining their functions in terms of things they <u>can</u> do by themselves, they have tended <u>not</u> to define their functions in terms of things--such as career guidance--that they <u>cannot</u> do by themselves. The result, in many settings, is that counselors are doing more and more--about less and less. I point this out as a trend, not as a criticism.

Third, many counselors have been caught in the "system solution trap" inherent in both the guidance and in the career education movements. Counseling, as help-giving, obviously holds potential for use far beyond career guidance. As new mandates have evolved and filtered down through the societal system, counselors have been quick to claim that they have something positive to offer in meeting those mandates. As a result, in addition to "career counselors," we now see such specialists as "drug education counselors," "sex education counselors,"

"disciplinary counselors," "military counselors," "sex equity counselors," "special education counselors," and a host of other new counselor specialties. It is almost like saying "Counseling is part of the solution--what's the problem?" The trend toward viewing the professional counselor as one whose skills can be helpful in meeting a wide variety of kinds of societal mandates is an inevitable consequence of the "system solution" nature of the guidance concept itself. It is something which, as a trend, should be applauded, not deplored. At the same time, there is a tendency to respond to each new mandate through further isolating counselors from others who could help--and, worse, in isolating professional counselors from one another. This, too, is part of the price to be paid for emphasizing the two words "counseling" and "counselor" while de-emphasizing the word "guidance." Specialization leads toward isolation.

As a result of these three "prices to be paid" for the remarkable increase in the number of counselors over the last 60 years, it seems to me that the guidance profession is now at a point where it may find it helpful and desirable to re-think its proper role and function in the larger society. I regard viewing the career education concept as one, among several, possible avenues for use in doing so.

The Evolving Nature of the Career Education Movement: Implications for Counselors

As a movement, it seems to me that career education has evolved today to about the same point reached by guidance in the mid 1930's. This is a reference to the evolution and acceptance of the movement, not a state of knowledge. Certainly, because career education has taken advantage of a great deal of knowledge--including that learned from the guidance movement--it is, in this sense, far ahead of where guidance was during the 1930's. In terms of conceptual evolution, career education is still committed to each of the basic concepts I listed earlier as ones common to both guidance and career education. In terms of societal acceptance, career education, like guidance in the 1930's, is generally regarded as a "good thing" in spite of the fact that many do not yet understand what this "good thing" is.

If professional counselors are now to make decisions regarding the extent to which they wish to join the career education "crusade," it seems to me essential that they do so by systematically considering and deciding on the appropriateness of their involvement in each of what I now call "the four faces of career education."

First, counselors need to decide the extent to which they wish to become involved in leadership and/or participatory activities in career education's attempts to provide all persons with general employability/adaptability skills. The 10 skills career education seeks to help impart include: (1) basic academic skills, (2) good work habits, (3) personally meaningful work values, (4) understanding and appreciation of the private enterprise system, (5) self-understanding and understanding of educational/occupation opportunities, (6) career decision-making skills, (7) job seeking/getting/holding skills, (8) skills in making productive use of leisure time, (9) skills in combatting bias and stereotyping as these acts are deterrents to full freedom of career choice, and (10) skills in humanizing the workplace for oneself. Career education has contended that these kinds of employability/adaptability skills are badly needed to supplement the specific entry level vocational skills persons are now acquiring through our educational systems. For each of these skills, professional counselors now, it seems to me, must decide the extent to which they see themselves as appropriate providers of such skills. It seems likely that some will be viewed as ones where the counselor should play a leadership role, others where the counselor should play a participatory role, and, perhaps, still others in which counselors have little or no interest in becoming involved.

Second, counselors need to decide the extent to which they wish to become involved in career education's attempt to serve as: (a) a new approach to basic educational change that depends on a "people change," rather than a "program add-on" approach to change; and (b) an attempt to help the education system and the broader community form an effective partnership in meeting the needs of persons for help in the work/education relationships domain. Again, the profession may choose to endorse and participate in one, in both, or in neither of these efforts. It is important that some decisions be made.

Third, counselors need to decide the extent to which they wish to become involved in participating in career education's efforts to serve as a vehicle for use in responding to the currently popular kinds of educational "mandates" that exist. Such mandates include those related, for example, to: (1) "back to basics," (2) "better discipline in the schools," (3) "attendance," (4) "vandalism," (5) "sex equity," (6) "needs of persons with handicaps," (7) "needs of economically disadvantaged persons," and (8) "needs of minority persons." As each new mandate comes in as a "wave" in education, a basic conceptual movement--like guidance or career education--is faced with a choice of either "riding the wave" or "being engulfed by it." Since both guidance and career education seem likely to be caught in the position of "riding many of the same waves," it is logical to ask if they should ride them together or separately? Once again, there is probably no easy or universal answer to be found here. It seems likely that professional counselors will give different answers depending on which "wave" one refers to.

Finally, counselors need to decide the extent to which they wish to become involved in career education's attempts to restore dignity, respect, and personal meaning for two key words in our society--"education" and "work." A great deal of the career education effort is currently being devoted to conveying an understanding that the word "education" means something considerably more than the word "schooling" and that "education" is a vital factor in the well-being of our nation and its citizens. Similar effort is being aimed, by career education, at re-defining the word "work" in ways that allow it to extend considerably beyond the meaning of "paid employment" so as to include both paid and unpaid work done as part of the individual's total lifestyle throughout his/her lifetime. This, too, is a part of career education that professional counselors can choose to join, to reject, or to ignore.

Summary

The guidance movement and the career education movement share much in common in terms of their historical evolution and beginning basic concepts. It seems to me that, in its desire to ensure the presence of

adequate numbers of professionally prepared counselors, the guidance movement has had to pay the price of moving away from some of these basic concepts. As I see it, career education offers the guidance movement an opportunity now to use its strength of numbers to return to the promotion of the basic concepts on which the guidance movement was founded. Career education, without doubt, desperately needs professional counselors as members of the career education "team." I hope this discussion has provided some rationale and stimulus for bringing the guidance and career education movements closer together. Those we both seek to serve need for this to happen.

MODELS OF CAREER EDUCATION AND CAREER GUIDANCE

Thomas H. Hohenshil
Virigina Polytechnic Institute and State University

I'm pleased to have the opportunity to come to the kingdom of Joe Paterno to share with you some of my observations about career education, career guidance, and relationships between the two. I also feel somewhat humbled to be scheduled right after Ken Hoyt on this program. Ken and Ed Herr are two of the people who make sense when they talk about both career guidance and career education. In fact, about 10 years ago it was one of Ken Hoyt's articles which got me through my doctoral exams. That was a period when there was a great debate about the difference between the term "guidance" and the term "counseling." In Ken's article he solved the problem for me by neatly describing guidance as a constellation of services, and counseling as one of those services. It was the "guidance as a constellation of services" model which he described. There have been a number of other models which have been proposed over the last 80 years which I'll discuss in a few minutes.

When Ed called me and asked me to talk with you on the topic of career guidance and career education models I immediately thought to myself that Ed Herr probably knows more about these models than anyone else in the country. In fact, he included many of them in his excellent book, Career Guidance Through the Lifespan: Systematic Approaches (Herr & Cramer, 1979). This is probably the best and most comprehensive book on this topic on the market today.

Career Development, Career Education, and Career Guidance

In any event, before I begin to discuss some of the models, it would be helpful to define some of the terms I'll be using:

Career Development. Career development is what happens to the individual. Simply put, it is a process of learning about oneself, about occupational alternatives, decision-making, general education, occupational training, occupational performance, and the use of leisure.

Career development is a process which is "cradle-to-grave" in scope, beginning well before individuals enter formal education and continuing throughout life. It is an integral part of general human development and thus includes personal, social, and educational aspects. To refer to the term "career development" without also implying inclusion of personal, social, and educational development would be a serious misinterpretation of this important concept.

Career Education. Career education is an educational program which attempts to provide all students (K-12+) with knowledge about the world of work and about themselves so they can make well informed career decisions. In addition, career education provides programs which enable students to implement these decisions through occupational training, placement, and follow through services.

Career Guidance. Career guidance is a comprehensive set of systematically planned direct and indirect services and activities which are coordinated by a professionally trained counselor. It includes assessment, individual and group counseling, job placement, information, followup, and follow through services. Career guidance may be offered through direct services to students by counselors, or through indirect services in which a professionally trained counselor assists others (teachers, parents, peers, etc.) to provide career guidance services.

Career guidance and career education are methods of intervention into the lives of students in an effort to facilitate the career development process. If we think students can make well informed career decisions on their own, then there would be no need to intervene with career guidance and career education. Through career education and career guidance activities, all students should be provided with opportunities as they progress through the educational system to insure that they:

1. Understand that career development is a lifelong process based upon an interwoven and sequential series of educational, occupational, leisure, and family choices.

2. Examine their own interests, values, aptitudes, and aspirations in an effort to increase self awareness and self understanding.

3. Develop a personally satisfying set of work values which lead them to believe that work, in some form, can be desirable to them.

4. Recognize that the act of paid and unpaid work has dignity.

5. Understand the role of leisure in career development.

6. Understand the process of reasoned decision making and the ownership of those decisions in terms of their consequences.

7. Recognize that educational and occupational decisions are interrelated with family, work, and leisure.

8. Gather the kinds of data necessary to make well informed career decisions.

9. Become aware of and explore a wide variety of occupational alternatives.

10. Explore possible rewards, satisfactions, lifestyles, and negative aspects associated with various occupational options.

11. Consider the probablility of success and failure for various occupations.

12. Understand the important role of interpersonal and basic employability skills in occupational success.

13. Identify and use a wide variety of resources in the school and community to maximize career development potential.

14. Know and understand the entrance, transition, and decision points in education and the problems of adjustment that might occur in relation to these points.

15. Obtain chosen vocational skills and use available placement services to gain satisfactory entrance into employment in relation to occupational aspirations and beginning competencies.

16. Know and understand the value of continuing education to ungrade and/or acquire additional occupational skills or leisure pursuits (ACES position paper: Counselor preparation for career development/career education, 1978).

My own view of the career development sequence for the K-12 school group is depicted in Figure 1.

If one believes as I do that these are the basic components of career development and career decision making for school aged (K-12) students; and if one believes as I do that students will not acquire on their own enough of this information and skills to make well informed career decisions, then the next question that must be answered is how we can best intervene in the lives of our students to provide them with this information and these skills. Regardless of the system or model used to deliver the components of career development, there now exists a well developed technology and information base which provides the tools for career development programs. After a thorough review of many career development programs throughout the United States, I have come to the conclusion that the following comprise the basic tools used in most career guidance and career education programs (see Figure 2).

If you believe as I do that these are the basic career development tools that can be used to deliver the basic components of career development programs, the next question to answer is how to best organize the tools into a comprehensive and systematic career development program, regardless of whether one calls it career guidance or career education, or both. After more than 15 years of experience working with such programs throughout the country, it is my belief that there are at least seven approaches, models if you will, to the implementation of career development programs (see Figure 3).

How one organizes a career development program is highly dependent on such local resources as staff, school organization, facilities, finances, student needs, and the overall philosophy of a school system. One of the things which I find interesting is that there is little research which actually compares which approach is the most effective in facilitating the career development of students. For example, if it is found that the single course approach is just as effective as trying to infuse the entire curriculum, then why go

to all the effort and expense of trying to infuse the curriculum and train staff? Or, if a good career guidance program alone is just as effective as the infusion approach or a single course approach, then why would a school system use either the total infusion or single course approaches?

The most comprehensive piece of comparative research which I've come across is a doctoral dissertation done by one of my students, Nancy Prince. In her research she compared four different approaches to career education, including (1) comprehensive infusion, (2) single subject insuion (social studies), (3) addition of a separate course, and (4) no organized career education program. The findings of her study indicated that approaches 1, 2, and 3 were similarily effective, and that some type of organized approach was slightly better than no organized approach at all.

Models of Career Education

I view models in career education from two perspectives. First, I will deal briefly with the models developed through USOE funding. I am sure that you are familiar with most of these, especially the school based model. Then, I will move on and deal specifically with several different ways of classifying curriculum based approaches.

USOE Models

1. The school based comprehensive career education model
2. The employer (experience) based career education model
3. The home based career education model
4. The residential based career education model

FIGURE 1

CAREER DEVELOPMENT SEQUENCE

	SELF DEVELOPMENT	EXPLORATION	PREPARATION	PLACEMENT	
	INTERESTS VALUES APTITUDES ASPIRATIONS LIFESTYLE	& TENTATIVE DECISION- MAKING	VOCATIONAL EDUCATION COLLEGE PREP COMBINATION	JOB OPENINGS RESUME APPLICATIONS INTERVIEWING CHOOSING FROM ALTERNATIVES HOLDING THE JOB CHANGING JOBS	
	CAREER INFORMATION CAREER ALTERNATIVES CAREER CHARACTERISTICS PERSONAL REQUIREMENTS ECONOMIC CONSEQUENCES LABOR MARKET DEMANDS LIFESTYLES EDUCATION & TRAINING SCHOOL & COMMUNITY RESOURCES				
	ELEMENTARY SCHOOL →			→	
		JUNIOR HIGH SCHOOL →		→	
			SENIOR HIGH SCHOOL →	→	

FIGURE 2

TOOLS FOR CAREER DEVELOPMENT PROGRAMS

INDIVIDUAL & GROUP COUNSELING

PRINTED MATERIALS

CAREER SPEAKERS BUREAU

AUDIO-VISUAL TECHNIQUES

CAREER TRIPS

SHADOWING

DECISION MAKING EXERCISES

SIMULATION AND ROLE PLAYING

VALUES CLARIFICATION TECHNIQUES

INTEREST AND APTITUDE TESTING

SELF INSTRUCTIONAL MODULES

VOLUNTEER SERVICES

SUMMER AND PART-TIME EMPLOYMENT

CO-OP PROGRAMS

FIGURE 3

IMPLEMENTING CAREER DEVELOPMENT PROGRAMS

1. TOTAL CURRICULUM & GUIDANCE
2. SINGLE COURSE & GUIDANCE
3. SELECTED COURSES & GUIDANCE
4. GUIDANCE
5. LIBRARY & GUIDANCE
6. CAREER RESOURCE CENTERS & GUIDANCE
7. COMMUNITY RESOURCE CENTERS

Curriculum Models

At the local level the large number of programs has been matched by the number of different implementation approaches. Each participating school system seems to have developed an approach reflecting its needs. Although no two approaches are identical, Gysbers (1975) has noted certain commonalities based upon the effect approaches have on the curriculum. His basic classification system follows:

1. Comprehensive infusion - an approach to implement career education concepts through all subject areas of the curriculum.

2. Subject infusion - an approach to implement career education through one subject area of the curriculum.

3. External infusion - an approach to implementing career education concepts through a specially designed class or course within the regular curriculum.

4. Incidential infusion - a situation in which no administratively organized career education program exists.

Career Guidance Models

If, as frequently charged, career education has a difficult time defining itself, the guidance profession has an equally difficult time. Over the last 80 years guidance has been viewed from an almost overwhelming number of perspectives:

1. The Parsonian model
2. Guidance as identical with education
3. Guidance as distribution and adjustment
4. Guidance as a clinical process
5. Guidance as an eclectic system
6. Guidance as a constellation of services
7. Developmental guidance
8. Guidance as a science of purposeful action
9. Guidance as social reconstruction

10. Guidance as personal development

11. Guidance as psychological education.

It is little wonder that the guidance profession has had difficulty over the years defining its mission and planning comprehensive, sequential programs. However, there have been some rather major efforts over the last 10 years to plan, implement, and evaluate comprehensive career guidance programs. I want to present six of the most promising models for your consideration.

Rural America Model

The Rural America Model (1977) was developed under a USOE grant by the National Center for Research in Vocational Education at The Ohio State University, the Wisconsin Vocational Studies Center at the University of Wisconsin, and Northern Michigan University. It was an attempt to assist schools to develop comprehensive career guidance, counseling, placement, and follow through programs for rural schools. More than 16 documents were developed to assist school personnel plan, develop, implement, and evaluate career guidance programs.

Programmatic Approach to Guidance Excellence (Page 2)

Page 2 was developed in 1975 at Eastern Illinois University under a USOE grant. It was later revised in 1978 by the University of Illinois. The purpose of Page 2 is to provide inservice training materials that will enable career counseling personnel to assess individual and instructional needs, determine goals, state objectives, decide upon appropriate activities, and devise evaluation procedures when planning and implementing career guidance programs. Page 2 staff members developed three major modules. Module 1 deals with planning a career guidance program. Module 2 focuses on implementation approaches for a curriculum based career guidance program; and Module 3 deals with planning a job placement program. Page 2 materials involve simulations and small group discussions, masters of overhead transparencies, and an evaluation component. A complete set of Page 2 materials has been disseminated to each state department of education.

Career Planning Support System (CPSS)

The CPSS (1972) was developed under a USOE grant by the National Center for Research in Vocational Education at The Ohio State University. It consists of handbooks, reproducable forms and filmstrips that describe a comprehensive organizational framework and procedural steps a school staff can use to create an accountable, school-wide high school career development program. The handbooks developed in this project deal with forming advisory committees, assessing resources, assessing needs, writing behavioral objectives. and producing career development units.

California Planning Model

The California State Department of Education has developed an excellent publication entitled, "A Planning Model for Developing a Career Guidance Curriculum" (1978). This is a two-part monograph. Part I introduces two major content areas which provide knowledge about career development and systematic planning. Part II, entitled, "A Leaders Guide," is directed toward process and includes leadership activities which are designed to involve and motivate staff. Even though this document was not developed as a result of a large USOE grant, it is, in my opinion, one of the very best planning models available.

Missouri Model

The Missouri Model was developed primarily by Gysbers and Moore (1981). It was developed around a developmental framework utilizing the "life career development" theme. Gysbers and Moore (1981) describe the "career conscious individual model" as outcome oriented and designed to provide a comprehensive overview of the knowledge, skills, and attitudes individuals need to facilitate their development. It is their contention that the traditional "guidance services" approach is no longer appropriate because it tends to be reactive rather than proactive. The services approach, in their opinion, also tends to view guidance as ancillary to curriculum and instruction, not as equal and complementary.

Gysbers and Moore (1981) recommended that regardless of the guidance model, it should include the following seven components:

Structural Components

Definition
Rationale
Assumptions

Program Components

Guidance curriculum
Individual planning
Responsive services
System support

Counselor Education Model - ACES Position Paper

In 1978 the Association for Counselor Education and Supervision formally approved a position paper which described a set of competencies which counselors should have in order to plan, develop, implement, and evaluate comprehensive career guidance programs. In order to assume and maintain leadership positions in the delivery of career guidance to all individuals, ACES believes that counselors, regardless of their employment setting, should have knowledge and competencies in the following areas:

1. Career and human development theory and research and the skills necessary to translate this knowledge into developmental career guidance programs.

2. Career information resources and the necessary skills to assist teachers, administrators, community agency personnel, paraprofessionals, and peers to integrate this kind of information into the teaching-counseling process.

3. Career assessment strategies and the skills necessary to assist individuals to use these data in the decision making process.

4. Individual and group counseling practices and the skills necessary to assist individuals in career planning using both approaches.

5. Career decision making processes and the skills necessary to implement programs designed to facilitate career decision making for clients in educational and community agency settings.

6. Job placement services and the skills necessary to assist clients to seek, acquire, and maintain employment.

7. The unique career development needs to special client groups (women, minorities, handicapped, disadvantaged, and adults) and the skills necessary to assist them in their development.

8. Sexism and racism and the necessary skills to reduce institutional discrimination in order to broaden the career opportunities available for all persons.

9. The roles that life style and leisure play in career development and the skills necessary to assist clients in selecting and preparing for occupations that coincide with various preferences.

10. Consultation strategies and the skills necessary to assist others (teachers, parents, and peers) to deliver indirect career guidance services.

11. Synthesizing strategies and the skills necessary to assist individuals to understand the interrelatedness of their career decisions and life roles.

12. Program development and curricular infusion strategies and the skills necessary to design and implement career awareness, self development, career exploration, and job placement programs within educational and community agency settings.

13. Organizational development and change processes and the skills necessary to facilitate change in educators' attitudes toward career education.

14. Program evaluation techniques and the skills necessary to acquire evidence of the effectiveness of career guidance and career education programming.

15. Educational trends and state and federal legislation that may influence the development and implementation of career guidance programs.

Similarities and Differences

In conclusion, some of the similarities and differences between career education and career guidance are as follows:

Similarities

1. Both career education and career guidance have similar goals--the facilitation of career development;

2. Both are intervention techniques;

3. Both have similar content and experiences they try to convey to students;

4. Both use similar techniques or tools (see Figure 2);

5. Both emphasize systematic and comprehensive planning;

6. Both involve teachers, counselors, parents, and the community;

7. Both have a similar theoretical base--developmental psychology;

8. Career education, except for the skill training component, is in my view a curricular implementation of career guidance.

Differences

1. Career guidance should be coordinated by a professionally trained counselor;

2. Career education should be headed by the director of instruction or curriculum;

3. Instructional staff play a more instrumental role in the delivery of career education programs than in most career guidance programs;

4. Counselors generally play more of a supportive role in career education programs than they do in career guidance programs.

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COUNSELOR IMPACT ON CAREER EDUCATION AND PLANNING FOR STUDENTS WITH HANDICAPS

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"Thousands of handicapped children are being denied essential federally-mandated services." This proclamation appeared in the May 1, 1980, issue of Guidepost, the APGA Newsletter, calling attention to the serious dilemma facing those attempting to implement the "Education for All Handicapped Children Act of 1975," P.L. 94-142. According to the Report, composed by 13 advocacy groups, failure by federal agencies to enforce the letter of the law has led to confusion and delay and a great deal of frustration to parents seeking to obtain appropriate education for their children. The Report labels the situation a national disgrace.

The charges brought forth by the Education Advocates Coalition revealed that: 1) thousands of children remain on waiting lists for evaluation and placement, 2) institutionalized children are routinely excluded from any kind of schooling or are denied appropriate service, 3) many children are denied related services, and 4) handicapped children are unnecessarily segregated into special schools. The findings also revealed that seriously handicapped children are denied education beyond the 180-day school year, that they are placed outside their homes and deprived of all advocacy in decision-making about their programs and placement, and that their parents are inadequately informed of their right to participate in evaluation and placement decisions.

Handicapped persons, their parents and advocates, and many dedicated professional workers have worked for years to get the services they need. But today, almost two years after the major provisions of P.L. 94-142 have supposedly been implemented, a majority of the over eight million handicapped students in this country remain largely unserved. It is difficult to understand how so many administrators and educators can go to bed at night with any sense of peace of mind.

The career education concept, introduced in the seventies, is also moving along at a much slower pace than hoped for with respect to the handicapped person. Despite the fact that we have developed several innovative preservice and inservice career/vocational education personnel preparation training programs, introduced new teaching materials and approaches, created new national organizations and resource centers, conducted many national-state-local conferences on career education, and fought for legislation and funding, much remains to be accomplished if the inroads made in the seventies are to bear fruition. Unfortunately, we have had many very meaningless proclamations primarily from federal bureaucrats over the past several years that had promised and supposedly mandated career training and opportunities for every handicapped child, cooperative efforts between special education and rehabilitation, and a vocational education mandate to meet the needs of every handicapped student. Is it any wonder that so many of us have become so cynical and untrusting of what we hear from these sources?

Problems and Issues

Legally and ethically, school counselors, like other school personnel, are required by law to provide a high quality of service to all handicapped students. Yet very few counselors are actually providing the kinds of services these students need. In my opinion, there are at least ten seemingly intractable problems and issues associated with this phenomenon. Each is identified and discussed below.

Negative Attitudes

For centuries, disabled people have been depicted as evil, sinful, greedy, untrustworthy, etc. This becomes evident by studying art, movies, and literature. Disability, to many, connotes an inability to function in all spheres of life, even though the disability denotes only one of many identifying characteristics of an individual. We talk to persons who are blind as though they can't hear, and we speak to parents or companions of persons with physical or mental handicaps as if they were incapable of conversing. When one of my colleagues, who happened to have a fairly serious physical impairment herself, took one of her

clients to a personnel director's office, the director addressed the client by the counselor's name assuming that by having a physical disability the person (counselor) must also be mentally handicapped. Many school counselors have the typical stereotypes about handicapped people and will continually have to keep in mind this very simple principle: "the disability is often one of the least important characteristics that the individual presents a counselor in career planning efforts!"

Issue. Can negative perceptions and stereotypes be changed? There are several ways in which counselors can begin to change their attitudes: having more exposure to these students; receiving inservice training about disabilities and techniques; visiting agencies serving these individuals (vocational rehabilitation, workshops, employers); consulting with special educators; having active interface with their parents; viewing various media about disabilities; reviewing and conducting follow-up studies on their community and job adjustment, etc. A carefully planned and orchestrated approach can change certain attitudes and behaviors.

Work Load

Counselors often have a caseload of 300-400 students and are unable to provide much, if any, career guidance to many students during their school years. An inordinate amount of time is often spent working on tasks extraneous to what we consider the guidance and counseling function; ie., they often have bus duty, grading, data compiling, disciplining, and other such duties to fulfill. Little time is available for curriculum-based guidance strategies and individual monitoring because of the many "on-call" duties to which they get assigned. Thus, most students, including those with handicaps, fail to receive the necessary occupational information, guidance, decision-making skills, and personal-social skills development that they so badly need.

Issue. Can the counselor's work load change and be directed more to the handicapped student? The counselor will probably never have the time to provide all the guidance services that handicapped students need. However, the counselor could offer these valuable services by involving

others in providing career development: inservice training of special education teachers, aides, and parents to provide better guidance and counseling; providing occupational information; training peer counselors; developing a volunteer program involving community resources; and working closely with the teachers in the classroom as a consultant. By integrating guidance activities into the total school curriculum for handicapped students and providing individual and group guidance and counseling whenever possible, a counselor can bring about a greater career development thrust for these students.

Training

Most counselors have had little or no training about handicapping conditions. Very few states even mention credentialing standards. In many states, a course on the exceptional child is required but only a brief introduction to the many types of handicaps can be offered. Since counselors have been led to understand that the handicapped fall within the purview of the special educator's function, many are reluctant to provide services, fearing they would not be effective. Counselors generally perceive counseling processes and techniques to be different while working with these students, and in many instances they are correct.

Issue. What special training do counselors need to work effectively with handicapped students? In my opinion, counselors should have a course on disabilities as well as rehabilitation services and techniques (including vocational assessment), and they learn counseling techniques as part of their other coursework and practica. There are several ways this training can be offered: by rehabilitation counselor educators, special educators, and field supervisors who are specialists with handicapped persons. Special inservice/staff development programs will also be necessary.

Turfmanship

This age-old problem exists everywhere and the educational system is no exception. Special educators are finding it difficult to relinquish their hold on these students, believing their (the students) education and guidance will deteriorate if they "hand them over" to other school

personnel. In many instances their fears are legitimate. But, most special educators do not know or practice career development processes and techniques and thus the student receives primarily an academically-oriented curriculum.

Issue. Can the various roles of counselors and special educators be more diffused and a more cooperative planning effort established? If the counselor can spend more time working with the special educator and handicapped students in the classroom, a greater understanding by all concerned should evolve. The Individualized Education Program (I.E.P.) is the mechanism by which this collaboration can be established. Also, university training programs must begin more cooperative efforts such as team teaching, seminars, special courses, etc. so that the two disciplines develop a greater understanding of the contributions of each other.

Administrative Support

Cooperative relationships never really get off the ground without support from supervisors, principals, and other administrative decision-makers. Support which includes inservice/staff development, time off for preparation, consultative assistance, necessary new materials, and recognition for work well done are all important conditions for motivation and implementation. Numerous incidents can be reported of highly motivated, energetic, and willing staff losing interest in making changes when they can't get the administrative backing that is needed to implement new concepts and programs.

Issue. Can more administrative support to services for handicapped students be provided? Administration has the legal mandate to provide appropriate educational and related services to handicapped students in the least restrictive environment. An overall career education plan can provide a more systematic and definitive direction in meeting the career development needs of these students. Funds for instructional and counseling materials, community development, assessment, and other resources will need to be available to carry out the activities necessary for handicapped students.

Community Resources

Handicapped students generally require the services of several community agencies, i.e., medical, social, psychological, and vocational. The local rehabilitation counselor can provide the counselor and special educator with considerable advice about appropriate resources in the community. A well-developed system of resource development and identification is important in providing parents with accurate information in time of need.

Issue. Can the school counselor be expected to know all available community resources? This is part of the counselor's job. Therefore, the counselor must know those persons who can provide this information accurately so the student and parents get the information they need.

Physical Isolation

Sometimes, counselors do not have ready access to handicapped students because they are physically separated from each other. A recent study in Iowa (Morley & Kokaska, 1979) revealed this to be the case in over half of the counselors surveyed and that many were not even assigned to serve the handicapped student. Thus, counseling and guidance services are not even made available to many of these students.

Issue. Can handicapped students be located in closer proximity to counselors? This is an administrative matter that needs attention and solution. Obviously, it is important that physical assessibility and assignment to these students be made.

Parent Involvement

Counselors have much to offer parents of handicapped children because of their specialized training on psycho-social problems associated with family strife and school. Although counselors may not deal with all the problems, they can be part of a team which assists families and finds proper assistance from community agencies. Parents of handicapped students are in desperate need of help and many are difficult to deal with, unrealistic, demanding, overprotecting, etc. But, having a handicapped child is not easy and they have had many years of frustration and grief in trying to bring the child up right.

Issue. Can the school counselor offer the family effective counseling? This should be an important counselor function, both in direct service and in obtaining other help. Counselors can act as advisors to other school personnel by helping develop parent counseling programs, general awareness programs, and other services.

Individualized Education Program (I.E.P.)

Counselors have an important role in developing the I.E.P., particularly in assessment and the affective domain. Little attention is presently being given on I.E.P.'s to the student's social, emotional, and behavioral functioning (Kameen & McIntosh, 1979). The counselor can train others to provide affective skills development programs, as well as direct individual and group counseling services.

Issue. What expectations should we have from counselors in I.E.P. development and implementation? Counselors have an important function in carrying out an effective I.E.P. plan. Thus they must be given the time to engage in developing, implementing, and evaluating I.E.P.'s in the affective domain in a manner compatible with their regular roles of counseling, consulting, and coordinating (Kameen & McIntosh, 1979).

Materials

Counselors are frequently unaware of the vast amount of instructional and counseling materials that are available. There are several national information systems that can be utilized for career guidance materials identification and acquisition: ERIC Clearinghouse on Adult, Career and Vocational Education at Ohio State University; ERIC Clearinghouse on Handicapped and Gifted Children at the Council for Exceptional Children; and the National Information Center for Special Education Materials (NICSEM) at the University of Southern California. In addition, there are several local and regional resource and materials centers.

Issue. Who is available to seek and secure appropriate materials? This should be a collaborative effort between the counselor, special educator, librarian, and supervisors. While limited budgets are a recognized problem, there is a plethora of free materials and lending resources. Many handicapped organizations provide free materials when requested by professional workers.

Role and Function

The Iowa study revealed that many counselors have not been oriented to serving handicapped students and need assistance in identifying what they can do to assist, how to do what has to be done, and what materials are applicable. The career education approach is particularly appropriate for handicapped students. Early career awareness experiences and extensive career exploration opportunities are required if the student is to be eventually successful in career preparation and placement efforts. Thus counselors must be intimately involved in orchestrating the student's entire program with the special educator.

Issue. In regard to handicapped students, the following roles are recommended for the school counselor: developing, implementing, and evaluating student progress in the career development and affective domain, providing occupational information and career guidance for decision-making, staff development training to carry through career development concepts; working with parents and community agencies; and being substantially involved in each child's I.E.P.

These problems and many others confront the guidance and counseling field as we move into the 1980's. Career education and planning is such an important part of the handicapped child's educational program that only a well-conceived and extensive staff development program will assure that the student gets the kind of education that meets career development needs. The next section describes a curriculum model that has the potential for meeting the needs of these students.

Life-Centered Career Education

In a recent article (Brolin & Gysbers, 1979), my colleague Norman Gysbers and I proposed a concept of career education that focuses on assisting individuals to develop critical life skills essential for successful living and working. We presented a list of 22 major competencies are described in a curriculum guide entitled, Life-centered career education: A competency-based approach (Brolin, 1978) which was the result of seven years of research and development into the type of competencies handicapped students needed to be successful in community

living and working situations after leaving school. These competencies and their sub-competencies have been reviewed and critiqued by hundreds of professional workers throughout the United States for their validity. The competencies, which can be categorized as three types, daily living, personal-social, and occupational, are as follows:

Daily Living Skills

1. Managing family finances
2. Selecting, managing, and maintaining a home
3. Caring for personal needs
4. Raising children, enriching family living
5. Buying and preparing food
6. Buying and caring for clothing
7. Engaging in civic activities
8. Utilizing recreation and leisure
9. Getting around the community (mobility)

Personal-Social Skills

10. Achieving self-awareness
11. Acquiring self-confidence
12. Achieving socially responsible behavior
13. Maintaining good interpersonal skills
14. Achieving independence
15. Achieving problem-solving skills
16. Communicating adequately with others

Occupational Guidance and Preparation

17. Knowing and exploring occupational possibilities
18. Selecting and planning occupational choices
19. Exhibiting appropriate work habits and behaviors
20. Exhibiting sufficient physical-manual skills
21. Obtaining a specific occupational skill
22. Seeking, securing, and maintaining employment

We recommended that school counselors focus on competencies 10 through 15 (personal-social or affective domain) and 17, 18, 22 (occupational domain) and that they be provided in the context of the various stages of career education--career awareness, career exploration, career preparation, and career placement-follow up and involve the family and community as important cooperators.

An accompanying publication with the curriculum guide is a Trainer's Guide to Life Centered Career Education (Brolin, McKay, & West, 1978) which details a plan for training a cadre of school personnel in the

approach who in turn train their colleagues. This training program requires various personnel and, if possible, parents and community workers, to undergo 26+ extensive hours of inservice training, of needs assessment, and of implementation planning, explicating the roles and responsibilities of each person who will be involved in the career education plan.

School counselors are particularly important to the success of a career education program for handicapped students. Self-awareness, occupational awareness, and decision-making are three areas of extreme importance for counselors to emphasize during the career development process that transcends the school years. During the four stages of career development and in the three important theaters of learning (school, community, home) the following activities are important responsibilities for counselors to engage in, with or without the assistance of other school personnel:

Stage 1: Career Awareness (K-6+)

School

* Identify and secure career awareness materials
* Integrate career awareness materials and activities into curriculum
* Assist in developing a career education plan for each student
* Assess student's abilities, needs, and interests
* Provide skills development in the affective domain (i.e., personal-social skills such as self-awareness, self-confidence, socially appropriate behavior, interpersonal skills, independence)
* Provide individual and group counseling for career and self-awareness
* Monitor student's career development progress

Community

* Ask employers to speak to students and arrange schedule
* Arrange field trips to community resources

Home

* Help parents promote career education concepts, e.g., work habits, values, interests, motivations

* Help parents set up a schedule of home work activities
* Help parents set up a physical-manual skills development program
* Help parents provide career awareness

Stage 2: Career Exploration (7-9+)

(Continue career awareness experiences listed above as needed)

School

* Conduct vocational assessment procedures to help students identify aptitudes, interests, and needs related to working
* Help establish work experiences in school setting
* Help student assess self in relation to work experiences
* Place student on various work assignments
* Help student evaluate experiences and relate them to aptitudes, interests, and needs

Community

* Set up job exploration sites with employers
* Help students analyze jobs in community (job analysis) and select experience sites
* Place students on job experience sites and coordinate
* Obtain employers evaluation of student aptitude and interest
* Help student evaluate job site experiences and select new ones

Home

* Help parents increase students' experiences and explore in greater depth by assuming more responsibilities

Stage 3: Career Preparation (10-12+)

(Continue career awareness and exploration experiences as needed)

School

* Help student make initial tentative occupational choice(s)
* Assist student to get vocational training
* Provide job-seeking skills training

Community

* Set up work experience program with business and industry

* Work closely with vocational rehabilitation and other agencies important to the student's total career development needs

Home

* Help parents reinforce student's school and community training with specific complementary instruction

Stage 4: Career Placement, Follow-up, and Continuing Education

School

* Assist student in making job choices from employment possibilities
* Contact student about job satisfaction and employer about job satisfactoriness

Community

* Help student secure employment (if needed)
* Contact employers regarding employment possibilities
* Work closely with vocational rehabilitation and other agencies
* Visit student and employer relative to job satisfaction and satisfactoriness

Home

* Maintain contact with parents regarding student's status and needs
* Assist parents in providing supportive services to student

In many cases, special education teachers or specialists may be assuming much of what is listed above. If this is the case, the school counselor should work closely with the special educator and provide complementary and technical assistance. It is suggested that counselors not abrogate their responsibilities in these areas too quickly until assured that the student's career development needs are adequately met.

One particularly useful program that has been developed in recent years that has direct relevance to this discussion is Experience-Based Career Education (EBCE). This career education model has been adapted for various types of handicapped students by Iowa Central Community College[1] under a contract from the Appalachian Educational Laboratory. The program features a Student Career Guide and a Student Program Guide

which help students evaluate their interests, needs, aptitudes in relation to the world of work while gaining work experience and related instruction. EBCE is a detailed approach to systematically investigating career interests and aptitudes.

Handicapped students are in great need of comprehensive career guidance services to achieve success after they leave the school environment. School counselors are important contributors to the successful career development of these learners and must be substantially involved in their educational program if they are to realize their actual potentials and desires. (Note: The December 1979 issue of the Personnel and Guidance Journal was devoted entirely to "Counseling the Handicapped" and is recommended as important information for all school counselors.)

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[1]More information on EBCE can be obtained by writing Dr. Carl Larson at Iowa Central Community College, Ft. Dodge, Iowa 50501.

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CAREER EDUCATION AND CAREER PLANNING WITH MINORITY YOUTH

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Major movements and changes in both education and counseling during the past decade have focused attention on the critical need for high quality career education, career planning and placement, and counseling services for all persons regardless of age, sex, race, or religious group. My assigned task for this Institute is to discuss career education and career planning with minority youth in general and Black youth in particular. I plan to approach this task by highlighting some of the needs and indicating some potential approaches to meeting those needs. Consider the following passage:

> "The dim light made it difficult for the boys to read the tattered book. His brother, sick again, lay groaning on the narrow bed. Money was always a problem, and his father had frequently uprooted the family to seek better opportunities. For support and encouragement, the boy usually turned to his stepmother. Although he was intelligent, he had no well-defined goals. His school attendance was sporadic. Emotionally, he was subject to periods of depression" (Karnes, 1971).

What would you predict for the boy's future? What is his probability for success? What are the salient features about his environment which will be influential? You probably are predicting a marginal life for him, potential drop-out as a youth, a later life supported by welfare, or a low socio-economic status resulting from semi-skilled or unskilled work, possibly mental illness and institutionalization. Whatever the prognosis--it would, for most, be bleak and depressing. Yet that descriptive passage painted the picture of early events in the life of Abraham Lincoln.

The question for consideration is what, if any, relationship exists between one of the nation's leaders of a past era and a disadvantaged or minority youth today. Some of the basic characteristics used to describe Lincoln's background could also be used to describe some members of minority groups, i.e., economic deprivation, health problems,

constant mobility, lacking long-range goals, poor school attendance, etc. What then makes the difference between an Abraham Lincoln and a minority child from a similar background that does not achieve? Was Lincoln gifted with more "natural intelligence"? Did he early in life, or at crucial points, receive the support and training he needed? Did he have the motivation needed to rise above adversity? Perhaps it was a combination of those factors that made the difference. What I hope to focus on in this discussion is that individuals do not have to be limited by their backgrounds but that they can be released from some of the bonds by professionals who care.

Minority Youth Today

Contrary to the sociologists writing in the 1940's and 1950's, American society remains a study in cultural pluralism. Those sociologists had predicted that America would become a homogeneous society as a result of assimilation and the "melting pot" concept (Krug, 1976). It is evident, as we enter a new decade, that those predictions have proven to be false. Ethnics did not as a whole, nor were those who desired assimilation permitted to, become "all American and alike." Instead, during the late 50's and 60's, ethnic groups fought to maintain their cultural heritage and identity. Today, with the advent of multi-ethnic/multi-cultural education, attempts are being made to reform society's views away from the "melting pot" notion (which was never a reality in a true sense) to cultural pluralism. An underlying assumption in this movement is that ethnicity is a salient part of American life and that ethnic diversity enriches the society (Banks, 1977). Minority, therefore, refers to Afro-Americans, Native Americans, Hispanics, Asian Americans, Filipino Americans, Polish Americans, Italian Americans, Jews, and a variety of other groups bound by a common belief or characteristic. However, for this presentation, the discussion will focus primarily on Blacks as a minority group.

Discrimination. Minority group members have experienced pain and discrimination in America because of their unique racial, physical, and cultural characteristics. Many group members denied their ethnic identity, heritage, and family in order to assimilate and to participate

fully in American life. There were no guarantees and such individuals, like others from their cultural group, were denied opportunities for good jobs, education, housing, and political representation. They became marginal individuals alienated from their own families and communities and not accepted by the white society.

Overt discrimination exists on a very limited scale today but events do take place which keep discrimination as a reality for minorities. A more subtle enemy to minorities is the stereotyping found in attitudes, behavior, and assumptions for it impacts negatively on the attitudes, personality development, and behavior of those being stereotyped. It also tends to create blind spots and rigidity of thought in those who stereotype. In a recent review of textbooks and other materials, the U. S. Commission on Civil Rights found that traditional and distorted stereotypes of women, minorities, and the elderly pervaded textbooks of the 1970's. They found a predominant use of male models while Blacks were typically portrayed in a limited range of occupations. Women were featured in stories with themes of dependency and domesticity. Hispanics were depicted as living in poverty while older persons were shown as little, poor, or sad and seldom shown as healthy or self-reliant. The Commission also reviewed literature which indicated that the "latent content" of textbooks may influence attitudes toward other races and age groups. It also suggested that a child's development of self-esteem, values, aspirations, and fears may be either assisted or inhibited by that material. Such research on the factors which impact on interest and academic achievement provides insights and perhaps a source for the negative self-concept and lowered career expectations of Blacks and other minorities.

Unemployment. Minority unemployment runs considerably higher than non-minority rates. These rates for youth in general and minority youth in particular are astronomical. Recent Department of Labor (1980) figures indicate unemployment rate as 7.8 percent for the general population, 20 percent for youth, and 39 percent for Black youth. George Gallup (June, 1980 Press Conference) said he would be pessimistic about the future if actions are not taken to "do something dramatic and creative about unemployed youth. Crime is centered among unemployed youth."

A second area of concern for counselors is the evolving economic condition in our society. Recession looms on the horizon with economics predicting its peak sometime during this year. A recession will have a profound effect upon the demand for life/work planning. If this recession follows the previous patterns, employment will decline several percentage points and the unemployment rate will rise a comparable amount (an average of three percentage points in the last six recessions). In 1980 figures, such an average would mean three million fewer jobs and at least three million additional job-seekers. In light of the above problems facing workers in general, the implications for minorities are more dismal. Career counselors will be called upon to provide assistance to youth as they adjust to decreases in family budgets, less personal financial independence, boredom, and increasing frustrations from job-search procedures, as well as how to maintain self-esteem and a positive outlook in the face of economic disaster.

Self-Concept. Several basic characteristics have been identified which have some relevance for career guidance and counseling. As these are reviewed, I would caution that they be used only as general guidelines or as departure points. Minorities, like non-minorities, are best served when "individual" rather than group characteristics are assessed. Self-concept is one of the characteristics which is most often discussed when differences among groups are considered.

Educators and other practitioners tend to accept the common notion that minorities have a more negative self-perception than the middle-class. Self-concept is a system of attitudes or beliefs about oneself that has been learned through experiences with others. Self-perception has been substantiated as a condition which influences behavior patterns, achievement, orientation and other factors throughout the life span, including career choice. Since minorities possess many characteristics which the dominant society devalues, they often receive negative reinforcement and accumulate perceptions which indicate their inadequacies and unworthiness.

Increasingly, guidance counselors, teachers and other professionals are interested in new techniques and approaches to help students develop more positive self-concepts. Washington (1976) suggested that counselors

could break the self-defeating pattern of minority youth if they would "stop talking about deficits and, instead, identify and use the unique strengths (successes) of urban adolescents" (p. 82). He indicates that success counseling, an innovative, strength-oriented group counseling approach based on the ideas of Hall and Canfield (1973), could be a useful strategy to combat some of the negative interactions Black students encounter on a day-to-day basis.

Career Aspirations. Ethnic and cultural backgrounds are gaining acceptance as factors which may influence career aspirations, expectations, and maturity. However, research on minority students indicates that their career aspirations may equal or exceed those of their middle-class counterparts (Armour, 1972; Williams & Whitney, 1978). Researchers also indicate that minority students possess background experiences, values, and orientations which may inhibit their realistic view of such occupations for themselves (Gottlieb, 1975). In studying 110 Black freshmen, Williams and Whitney (1978) found the freshmen to check fewer occupational titles than did the general population on the Vocational Preference Inventory. In a similar study of Puerto Rican, Black, and Anglo adolescents, Dillard and Perrin (1980) found Puerto Rican and Black males aspiring to enter higher level careers than Anglo males, no differences in career expectations, and Anglo adolescents more mature in their career choice attitudes than were Black adolescents. They indicated that the differences in maturity seemed more related to socioeconomic background than to ethnic group membership.

Practicing counselors need to be aware of the research in this area as well as the tentativeness and inconclusiveness of the findings. Nonetheless, useful data can be gained from the literature which will aid in better understanding the similarities and differences among minorities and between minority and non-minority groups.

What Can The Counselor Do?

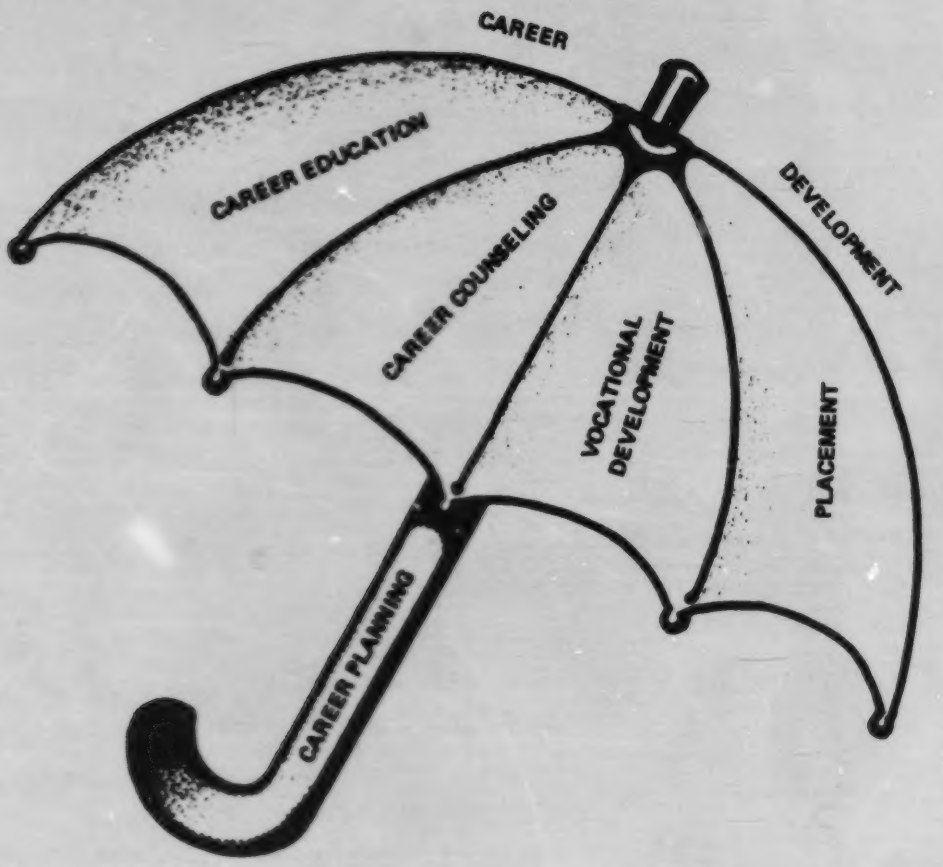
The status of minorities in the work force, disproportionately large number in job categories requiring little or no skill or in relatively few professions, i.e., preaching, teaching, and social work, demands that helping professionals direct some attention to the problem.

The employment pattern of minorities in the workforce has changed little over the past decade. Traditionally, education has been viewed as the primary vehicle by which non-white youths are allowed to enter the employment world. However, all too often, the diploma or college degree has brought on more frustration and disappointment for minorities as they seek entry into the mainstream of life. Counselors are being called upon to respond to these conditions by assisting young people to build skills, knowledge bases, and coping mechanisms to deal with a complex and changing world. To do so, some counselors are establishing system-wide career development programs for all students with unique aspects for minorities.

Career development is a conceptualization, a lifelong process through which an individual can explore himself/herself in relation to education and vocational pursuits and in consideration of the place that work and leisure have in a person's life. The career development process is facilitated through the existence and implementation of programs and processes, e.g., career education, career guidance, career counseling, decision-making, career planning, placement, and vocational development. It can also result from informal activities, observations, general education, and work and/or leisure experiences. No attempt will be made here to define or discuss the dimensions of these programs--you have heard or read them prior to this point. It is through the development of top rate programs that career development becomes a reality. Career development is an umbrella concept and the programs give it its support and structure (Figure 1). Within the framework, some approaches on how to deliver services to minority clients are discussed below:

1. Hoppock (1975) suggested that counselors could be both effective and efficient with special groups if they would stop misleading them into believing that any man could be president of the country. Counselors need to learn how to be encouraging without reinforcing unrealistic goals. Yet, they also need to be cautious about discouraging those who are committed to a particular goal, particularly if the basis for the concern

(Figure One)


CAREER
DEVELOPMENT
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CAREER PLANNING

resulted from aptitude and interest test data. In most cases when concern is expressed, students need assistance in locating related experience (job experience, career shadowing, interviews with professionals) which will provide them with realistic ideas about that career. They should be made aware of "related options" in the event it becomes necessary to alter career plans. The fact that their choice might be difficult is viewed by many minorities as a real challenge.

2. Counselors must become effective in their dealings with minority students. They need to use themselves as tools. Ross and Glasser's (1973) study revealed that occupational mobility of Black youth was positively correlated with the supportive roles played by significant working adults with whom they had established relationships. Much of the available literature on counseling minorities is like that for counseling any client. The crucial element appears to be the counselor--the deliverer of counseling services. If counselors are open and accepting and have good facilitating skills, research indicates that the approaches used should be as effective with minority clients as will any other client group.

Counselors are encouraged to review their own system of values for potential problem areas, look for stereotyping and bias in their behavior, review the assumptions they make about others, and survey their basic attitudes toward others. Counselors should also seek experiences in a variety of cultural settings to broaden their awareness and understanding of different groups. The study of at least one other language would help in understanding the relationship between language and culture. In addition, I would encourage counselors to become familiar with Black English to aid in understanding communication patterns of Black students. Sue (1978) proposed a list of characteristics that distinguish the culturally effective counselor which emphasized the importance of personal, political, and cultural dimensions. They are:

-- Culturally effective counselors understand their own values and assumptions of human behavior and recognize that those held by others may differ.

-- Culturally effective counselors realize that 'no theory of counseling is politically or morally neutral.'

-- Culturally effective counselors understand that external socio-political forces may have influenced and shaped culturally different groups.

-- Culturally effective counselors are able to share the world view of their clients rather than being culturally encapsulated.

-- Culturally effective counselors are truly eclectic in their counseling, using counseling skills because of their appropriateness to the experiences and lifestyles of the culturally different (p. 451).

3. Career education and counseling should proceed from a sound theoretical base, one that takes into consideration all the factors that impact on culturally different groups. To influence the career pattern of minority youth, counselors will have to recognize that the above approaches are only beginning points. Counselors must be willing to develop practical interventions that go beyond the school to the world of work. The approach is achievable if counselors work closely with teachers and parents in career and self-awareness programming, encourage and advise students to consider non-traditional fields, develop strategies that provide practical experience and improve achievement levels, teach basic decision-making skills, and assist students with the school-to-work transition. Intervention must spread beyond school and involve potential employers so they may better understand the role employment plays in the total career development process.

Within the framework of career education and guidance, many processes can be implemented that benefit minorities. Creative development and dissemination of career information may be one way to increase motivation and orientation toward a variety of fields. Disseminating information through classes, extra-curricular activities, churches, and community centers could reach students who might not frequent the counseling or career centers. Care must be given in packaging career materials to allow for minority representation and the visibility of minority models. The latter ideas illustrate to minority youth that certain goals can be achieved. White (1979) considers models to be a crucial element in career programming for minorities. He developed a program for minority females centered around the concept of modeling--identifying female models in career fields and having them work with the students.

Work experience is another way to provide relevant exposure for minorities to careers. Work experience may come through work sampling, career shadowing, interviewing and observing professionals at work, or through part-time or summer employment. The Cooperative Education program is an excellent part-time, work study, job experience program. In 1979 New York City's Coop program hired 10,000 students of which 51 percent were Black, 22 percent Hispanic, 61 percent female, and 70 percent economically disadvantaged; and for almost all it was their first work experience (You and Youth, 1980). The program sought to raise students' career and educational goals and to improve their employability. Ninety-one percent of the 1979 students either found jobs in related occupations or went on to higher education. While most school systems are not equipped to run a program of that magnitude, job experience is certainly a program worth considering.

Course advising is an overlook strategy with a great deal of potential for effecting opportunities for minority students. Minority students should be encouraged to develop strong basic reading and math skills in elementary school and to enroll in college prep math and science sequences. Unfortunately, many minority students, due to test scores, are placed in general math or take only the minimum of math/ science courses for graduation. If students do not develop appropriate skills in secondary training, many career options are closed to them. Counselors should strongly encourage students to take challenging courses, even though they may have to "struggle" to achieve.

Testing is an important aspect of any career development program. At the same time, testing has served as a barrier for many minorities to education, training, and employment. I am not advocating that tests be discontinued, but rather than counselors use care in interpreting and using test results with minorities. Counselors may also wish to develop skill in observation and other data gathering assessment techniques for the purpose of acquiring supplemental data to be used with test data. We need to be mindful of the bias which might be built into tests and avoid allowing minorities to make educational and career decision on such data.

4. Consulting is becoming an accepted role for the counselor in general and may be an efficient strategy for working with minority students. Atlas (1975) recommended consulting as a tool for effectively marshalling the resources of parents, teachers, and administrators for the benefit of minority clients. He also saw it as a method for impacting the curriculum, community agencies, and career development activities. Consulting as a role gives counselors flexibility to be assertive, pro-active, a change agent, educator or it allows them to provide many other functions not delienated under the "counselor" role.

The ideas presented in this session were not new to you. They were practices you have used effectively with students in general. I am suggesting that you do not need specially designed programs for minority students but that you use what is already available to you. It might require you to do more or go further with the minority student if that is what the student needs. The ideas do suggest that any counselor, with the commitment and determination, can make a difference for minority youth.

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THE PLACE OF COUNSELING IN THE PRESENT WORLD

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Societies throughout the world are in transition. In some cases, these changes are revolutionary and in others evolutionary. It is a rare nation, if it exists, which is not influenced by turmoil surrounding its economic climate, belief systems, value structure, employment or unemployment rates, educational structures, male/female relationships, quality of life, and many other emphases. There are a number of significant factors which can be applied throughout the world to explain these phenomena.

First, it is evident that in countries of every degree of economic and industrial development and of political belief system, there is a striving for growth, principally in economic terms.

Second, in order to achieve economic growth, it has become widely acknowledged among nations of diverse political persuasions that investment in human capital is a necessity. In order to have economic growth, major investments of a nation's resources must be placed into education and training as well as into occupational or career development and guidance processes.

Third, throughout the world during the past three decades it has become recognized that economic growth requires job opportunities and these require in turn education and training. Thus, concerns about underemployment and unemployment have been significant issues in nation after nation.

Fourth, are the comprehensive effects of technological change. On the one hand, man-machine or machine-machine systems increase labor output or productivity. But, they also spur other outcomes. One is a shifting need for manpower training to design, maintain, and operate the various technological processes. In relation to this factor there is also a redistribution of persons involved in various types of occupations. For example, in the United States as well as in many other nations, the number of persons directly involved in agriculture has continued to decrease

even though the productivity of these persons has continued to increase. What also seems to be occurring on an international basis is that comparative advantages which some nations have previously enjoyed because of geography, natural resources and climate can to a large extent be evened out by the application of technology which in turn must rest upon the availability of skilled workers and workers committed to product behavior.

Fifth, both international organizations and governments have increasingly become aware that the major questions regarding technology are not technical but human questions (Drucker, 1970).

Each of these changes ultimately affects every individual in a particular society; sometimes directly, sometimes indirectly. Such changes affect the security or the insecurity which persons feel about themselves and their environment; the achievement motives which they are likely to pursue; their knowledge about and feelings of ability to master the opportunities available.

As the emotional aspects of life in national societies intensify under the influence of rapid change and as the educational and occupational structures become more diversified, nations throughout the world are turning to the implementation of guidance systems and counseling services to assist their populations deal with the personal questions which arise in such circumstances.

Before dealing with more specific concerns about how such services are organized or where they are located, it may be useful to say a few things about the word counseling itself. This term can and does mean different things to professionals and to clients. In fact, it covers a large range of possibilities. Counseling is helping to decide, is teaching how to work through the problems of living, is training to overcome undesirable habits, is reducing emotional difficulties and relationship problems, is diminishing anxieties, is developing coping behavior. But counseling, whatever we mean specifically by this term, is essentially always based on forms of interaction from daily life.

The location of guidance systems or counseling services varies from nation to nation. Sometimes they are found principally in schools and

institutions of higher education. In other nations they are located principally in ministries of labor or social welfare. In still others they are simultaneously located in diverse settings: schools, universities, workplaces, churches, community agencies, and in other formal settings.

Countries in Western Europe use one of two approaches to counseling in the schools. Either they see the counselor as an advisor in educational and vocational matters as in England and Germany, or they expect the counselor to be a mental health professional in the school as is the case in the Netherlands and in Sweden.

In the United States, counselors are found in the elementary schools and in the secondary schools, in universities, in private clinics and government employment services, in rehabilitation agencies and in community mental health centers. Such counselors typically offer specialized services depending upon the setting in which they are located but unlike many European models, school counselors and counseling psychologists do educational, vocational and mental health counseling directly in the schools in which they are based.

One of the areas of universal concern which we can use to make international comparisons about much that has been said is in terms of individual career development. This term, career development, refers to the knowledge and skills which underlie the formulation of interests, preferences, self and career identity, decision-making behavior, and other behavioral elements which relate to work choice and work adjustment. These behaviors are important to children and youth as they anticipate, plan for, and prepare to engage in work, and they are important to adults as they make choices regarding advancement in work, job changes, or retirement.

Cross-cultural Differences

The international reasons for being concerned about career development of youth and adults and the practices related to them vary substantially. Nevertheless, it is useful to recognize several general principles that tend to pervade cross-cultural discussions of career development.

1. In very few circumstances do all youth or adults in a society receive the same types of encouragement or information about the world of work. Class, caste, race, sex, religion, or other specific biases tend to appear in all societies and serve to filter the types of information, experiences, and support that individuals receive.

2. Although class differences within and among societies prevail, virtually all industrialized societies now are experimenting with or implementing occupationally related learning opportunities. These practices deal with work values and sometimes decision-making as well as vocational preparation (often from elementary school level on) within the educational system.

3. The point at which a particular nation is located on an industrial development continuum affects the types of work-related questions its population is likely to be able or is encouraged to consider (Herr, 1974). Within nations--whether characterized as underdeveloped, developing, or developed--some groups depart from the masses, either because they have a certain elite status or because they are in some position of economic, psychological, or other isolation from the mass culture to which they are seeking access. Thus, in a micro view, each nation has groups or persons within it which can be described as underdeveloped, developing, or developed, and their career development reflects such status. Their personal freedom for choice, knowledge of alternatives, and awareness of marketable strengths, combine in ways that external observers might describe as continuous, delayed, or impaired (LoCascio, 1967). Such descriptions of personal adequacy differ from nation to nation in the type of behavioral repertoire expected to characterize each such group, but the overall principle generally parallels that among nations.

4. National legislation is a powerful influence upon the visibility of which groups in a population receive assistance with career development and what form this assistance takes. Indeed, the procedures by which fiscal support is awarded to career guidance or career education have major effects upon the form of such services and the professionalization and preparation of practitioners.

5. Societies vary on at least two dimensions in their approaches to helping youth and adults with career development (Watts & Herr, 1976). The two dimensions can be distinguished by (a) whether the primary focus is on the needs of the society or on the needs of the individual and (b) whether the approach basically accepts the status quo or is concerned with changing it in prescribed directions.

International Approaches to Career Guidance and Career Education

Super (1974) has suggested that examination of career guidance practices among the developed nations reveals four conflicting trends:

1. Manpower utilization versus human development. In the first instance, guidance is viewed as an instrument of national policy by which persons can be directed and trained in areas reflecting economic and social needs. The opposite viewpoint stresses guidance as a reflection of a policy which emphasizes the importance of self-fulfillment, social welfare, and personal happiness.

2. Occupational choice versus vocational development. The conflict here is between viewing the content of career guidance as leading to an immediate occupational choice, or as a process of helping individuals clarify and act upon not only an immediate occupational choice, but also notions of intermediate and future goals, the place of work in relation to life style preferred, and preferences for leisure.

3. Information dissemination versus counseling. Here, the primary issue concerns whether to simply provide people with accurate and pertinent information about educational and occupational opportunities or to provide direct assistance to help persons use the available information effectively within the perspectives afforded by personal interests, values, and needs.

4. Professional guidance versus lay guidance. This conflict relates to the form and intensity of training people need to "do career guidance" and whether a nation can afford to commit the resources and training necessary to professionalize its career guidance practitioners.

Beyond this, interestingly, even where stages of industrial development and the reasons for emergence of career guidance or career

education are similar, the form and vehicle of the interventions differ. Some arise from the educational system. Some are externally housed in ministries of labor or comparable agencies. Some are primarily or exclusively treatment or crisis oriented; others, developmental. Rather than to list nations which vary systematically on such continua, three selected nations are used as examples pertaining to career guidance, career counseling, and career education.

Britain

During the past 15 years, Britain has moved strongly toward eliminating the strictures on occupational mobility traditionally associated with class, to democratize educational opportunity, and to reform its psychological and guidance services. In 1971 it embarked on a major national emphasis on careers education which, while overlapping to some extent with American models of career education, is sufficiently different to merit interest. Since 1973, Britain has organized its national vocational guidance efforts into three services (Wallis, 1978). They are:

1. Youth Employment Service. Predominantly for school-leavers and all young persons still in the educational system, this service is staffed by Careers Officers. Now within the educational structure itself, Careers Officers are concerned primarily with interviewing and job placement for pupils in their last year of secondary school (children fifteen years and older).

The staff provides vocational interviews, some minimal assessment of interests, information about work, training, and education, and it serves as the occupational placement mechanism for schools. Although their contact with schools is now more clearly defined and intense, the Careers Officers generally perform functions rather parallel to those of the American Employment Service Counselor engaged in selected "senior interviews."

2. Occupational Guidance Service. Predominantly for persons over age seventeen, the primary purpose of this service is career guidance, not job placement. Occupational Guidance Officers offer information and advice about occupational and training opportunities. They also

assist clients with self-assessment, through completion of biographical questionnaires, self-ratings of occupational inclinations, and occupational interest questionnaires.

3. Employment Rehabilitation Service. This service is concerned predominantly with physically disabled or other occupationally disadvantaged persons who need special help directed toward physical and mental readjustment before returning to work. Such units are involved in psychological assessment, work histories, interviews, tests, questionnaires, rating scales, etc. Additionally, they emphasize simulated industrial work environments ("work sampling," as American rehabilitation counselors would use the term) which provide an opportunity to reality-test a range of work possibilities.

Into this mix has now been introduced Careers Education. This term is used principally to refer to a developmental curriculum which the Department of Education and Science (somewhat parallel to the U. S. Office of Education) defines as "that element in the programme of a secondary school explicitly concerned with adult life" (1973).

A particularly interesting facet of British Careers Education is its major emphasis on self understanding and career decision making for pupils thirteen to fifteen years of age. The program, however, does not include career preparation, since vocational education does not exist in British secondary schools. Such occupational task specific skill development is left to employers or to colleges of further education (Herr, 1977).

France

Guidance services in France first were housed primarily within the Ministry of Labor rather than the Ministry of Education. Indeed, the first "Guidance Offices" were set up by various occupational organizations--employment bureaus, chambers of commerce, trade councils, and apprenticeship committees. In 1922 vocational guidance was placed under the supervision of the Administrators of Technical Education. In 1955 Vocational Guidance Centers were created to help pupils with a wide range of difficulties at different levels of education. In 1959 these entities became known as Centers for School and Vocational Guidance.

Of particular interest regarding these centers has been the guidance of students from elementary to secondary education levels.

Even though these institutions are school-related, they are nevertheless based in centers outside of schools. As a result, concerns recur about transferring some guidance responsibilities to teachers and placing guidance services in schools rather than in the centers. Also some segments of the population have reacted against the largely psychological assessment and counseling emphasis that has characterized much of the professional behavior of counselors, with a growing impetus toward a more developmental flavor to career guidance. As counselors took on much of the character of school psychologists in France (centered on the notion of the "conseiller-psycholoque") concerns also were voiced about who would take responsibility for guiding manpower distribution, assuring an appropriate flow of manpower from school to work. This concern has been in periodic conflict with that of counselors who view the proper function of educational and vocational guidance as being to further human development (Reuchlin, 1964).

Into this milieu the French National Assembly--concerned about the alleged widening gap between classroom and career and erosion of the economic view of the importance of educational and vocational guidance--adopted new legislation in 1971 addressing technological and continuing education designed to remediate such problems (Warner, 1973). The new law requires better dissemination of information about careers in industry, technology, and the crafts. Each school must offer its students guidance and counseling services that provide current information about the nature of jobs and the training programs available. The information, further, must include projections of future employment possibilities in these fields, with regard to social and economic factors affecting them. From the eighth grade on, introductory courses describing the role of economics and technology in society are to be given to all pupils, largely within teacher-taught curricula.

It is interesting to contrast England and France in their economic and social characteristics and to note how these factors influence national concepts of careers guidance or education. Since the Second

World War, both nations have worked diligently to democratize educational and occupational opportunity and to reduce the correlation between social class, occupational mobility, and achievement. Within this context, reforms in and expansions of guidance services have been important corollaries.

In the last decade, however, Britain's economic fortunes have declined steadily while France's have accelerated steadily. France now is considered by many observers in Western Europe to be surpassed only by West Germany in economic and worker productivity. England has accepted the inevitability of work being unavailable for many people and is learning to adjust to a high unemployment rate. As a result, Careers Education in England does not place work in the central position that is true in the United States or in the French view of career education; rather, England emphasizes a broader view of careers education including leisure opportunities, volunteerism, etc. France, however, is riding the crest of a rise in economic productivity which needs to be fueled by new workers who are achievement oriented and capable of productive integration into the labor force. Under these circumstances, career guidance has become a major instrument of manpower distribution and a disseminator of information about the opportunity structure which exists in France.

The German Democratic Republic

The German Democratic Republic (East Germany) is highly industrialized and communist in orientation. As in France and Germany--and the United States, too--the aftermath of the Second World War has had major effects upon its view of guidance and education. More accurately, the GDR has existed only since World War II and has been engaged since then in molding the "socialist personality" of its people. Schmitt (1975) has maintained that the German Democratic Republic is the only highly industrialized country to use its educational system "to remodel its entire political, economic, and social structure and to give its citizens a new national identity."

From the kindergarten level forward, students learn about and practice occupational skills. A new subject called Polytechnic Instruction

has been developed and merged into the content for grades seven through ten. It has four purposes: (a) to introduce basic concepts of technology and production, (b) to provide technical training in the use of elementary instruments (e.g., mechanical drawing, etc.), (c) to provide preparation for an occupation with an orientation toward economically important professions, and (d) to provide socialist education of the personality. An important ingredient of the educational process is the use of "Praktika" in all disciplines so students can experience and understand "the real life situation of the respective profession" for which students are preparing.

In this approach, guidance specialists are relatively rare, as compared with the other countries discussed in this article. The roles they occupy tend to be trait and factor and matching in conception rather than developmental in the American view of that notion. Beyond this, however, the approach assumes that to socialize children and youth to belief systems reflecting the political and economic goals of the nation requires a total, consistent, and longitudinal investment using the educational process and its content as the major vehicle to achieve such goals. In this sense, information about work and training is embedded in the development of all attitudes, knowledge, and skills, not merely as adjuncts to such learning.

Many other national models of career development practices could be addressed. The Soviet Union, Sweden, Holland, among others, each conceive career development concepts and practices through different types of cultural, economic, and political filters even though they share a similar maturity of industrial base. They too use the educational process and various forms of counseling practitioner with deliberate purpose to fulfill national goals or to facilitate specific types of individual behavior.

The three national models portrayed here tend to caricature the four issues that Super described as varying across national boundaries and as influencing the form, function, and acceptance of career guidance or career education in these nations. This discussion hopefully will stimulate the reader to translate where his or her American practices fall with regard to such matters.

Let me conclude with some trends which seem to be evident in influencing the provision of counseling service in many parts of the world but with particular reference to the United States.

Systems Thinking

During the past thirty years or so, the systems approach has been applied to problems of warfare and the development of weaponry, the manufacturing of products, and recently to the delivery of human services. Such an approach suggests that if you wish to attain some outcome--i.e., a student who possesses vocational maturity, an institution which provides a psychological climate that is mentally healthy--you build toward that goal by taking into consideration the functional relations between parts, elements, and components which make it up (Herr & Cramer, 1972).

The implications of systems thinking have affected counseling and guidance at several levels. Perhaps the most influential of these levels has been in terms of stating objectives. Counseling and guidance has historically experienced difficulty in articulating what its purposes are. This difficulty has been expressed in resurgent demands for role and function studies or other responses to role identity crises.

Microcounseling and Simulation

Other trends at least partially attributable to systems thinking are microcounseling and simulation. These approaches have begun to influence counselor training programs. The assumption on which both microcounseling and simulation are based is that "realistic" samples of expected professional behavior can be developed so that trainees can rehearse professional competencies under supervision without posing difficulties for "real" clients. Obviously, the analysis of counselor behaviors, modes of interaction, types of information which counselors use with different clients, as these were cited above, represent a large repertoire of specific behaviors which a counselor needs and which can be learned in separate "packages."

Technology

Systems thinking, microcounseling and simulation all relate in some way to technology as an idea or as a term describing the uses of mechanical devices. Games, work samples, films, film strips, problem solving kits, computers used for information retrieval or as interactive systems with which clients can have a dialogue are each examples of forms of technology which can help counselors facilitate exploratory behavior, information-seeking skills, awareness of alternatives or contingency factors.

The Counselor as Applied Behavioral Scientist

It seems presently apparent that the counseling and guidance practitioner of the future will become increasingly eclectic in his professional behavior and increasingly empirical in his attempts to determine his effectiveness. Thoresen (1969) and, more recently, Berdie (1972) have suggested the need for the counselor to become an applied behavioral scientist. Thus, the rigidities of theoretical dogma or the obscurity of complex abstractions to describe human problems or counseling methods need to give way to the systematic evaluation of a variety of techniques applied to a range of human problems.

The Counselors as Change Agent

The forces which are pushing the counselor toward becoming an applied behavioral scientist are also heightening the pressure for him to individualize or tailor his responses to students or clients. That is to say, counselors are increasingly being encouraged to depart from the traditional one-to-one relationship with counselees and, instead, to adapt and use any ethical technique which will result in the appropriate altered behavior. In addition, counselors are being encouraged to look outside of the person for resolution of certain types of problems and in so doing to treat the environment rather than the person.

Changing Theoretical Models for Counseling and Guidance

Berdie has suggested, when addressing the characteristics of the preparation for the counselor of the future (the applied behavioral scientist), that the present counselor's difficulty is "not that he has too much theory, but rather too little. He does not have enough ideas and concepts to understand the problems that face him or to develop approaches and solutions to these problems." Thus, he recommends that in the future counselors should be well acquainted with theories of the following types: social influence, reinforcement and learning, cognitive development, field, psychoanalytic, trait-and factor, role, decision, organizational, and vocational development. Further, he maintains that counselor insights from anthropology, economics and sociology will need to have increased attention.

Other Emerging Trends

1. The counseling and guidance profession will place more emphasis in the future on preventative emphases, rather than operating principally as a remedial or ex post facto approach to counseling students with problems. In this sense, counseling and guidance personnel will become active rather than reactive in the discharge of their professional responsibilities. Long-term guidance efforts will begin in the pre-school period and continue throughout adult life (Harris, 1969). As a result, there will be steady incremental increases in the provision of counseling and guidance in the elementary school and a significant increase of out-reach activities from the school counselor to the unemployed dropout and floundering young adult.

2. It is likely that increasingly effective group guidance and counseling procedures will be used to help youth clarify problems, to rehearse coping mechanisms, and to serve as the context for simulation of different styles of chance behavior.

3. The perspectives of counseling and guidance will stress more fully in the future concern about guiding the individual as he chooses among a multiplicity of life styles and value commitments rather than vocations in the narrow sense of that term.

4. As the world moves toward the end of the century, counseling and guidance will serve a more cosmopolitan clientele whose concerns are international in focus. The techniques and insights which undergird the skills of the counseling and guidance professional of this period will be less parochial or national in origin than is currently the case and will symbolize a synthesis of techniques with a world-wide empirical base.

Summary

It is obvious that guidance and counseling are in a dynamic condition throughout the world. The reasons for the implementation of or the shape of these processes can be found in political and economic circumstances which vary from society to society. Clearly, however, guidance and counseling in all societies have a major emphasis on career development and the stimulation of human capital.

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CAREER CENTERS: SOME ISSUES AND IMPLEMENTATION STEPS

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How can we assist individuals and groups in a practical way with their career development processes? How may we concretely provide the services of career guidance? How can we specifically deliver the promises of career education?

Among the practical, concrete and specific answers to these questions one already developed and proven means, with even greater potential for the future, is that of career centers or career resource centers.

What is a Career Center?

The career center is a place where occupational, educational and, many times, social information is made easily accessible to individuals and groups, where these same persons may also have other opportunities to enhance their personal carcer development processes, and where varying degrees of professional or paraprofessional help are provided to assist them. Depending upon staffing and concomitant services, the career center may serve as the hub or, at least, an integral component of career development, career guidance and career education in the organization it serves. Moreover, while the phenomenon of career centers has been found mainly in educational institutions, this concept is adaptable to and has been implemented in various other settings.

Clients Served

In fact, because they have the potential to meet a wide spectrum of human needs, career centers can be productively used in a variety of agencies involved with career guidance. Besides schools, these may include employment and rehabilitation agencies, community service organizations, mental hospitals and correctional settings. Career centers can effectively serve: the career guidance concerns of students and parents; teachers' needs for curriculum support materials and techniques; assistance required by community members in midlife career change; vocational rehabilitation efforts of handicapped persons, some

mentally retarded youth and adults, and mothers receiving welfare; the career needs of individuals with drug-related problems; and career help for retired persons, individuals completing higher education, persons leaving the military, and individuals returning from correctional institutions (Axelrod, Drier, Kimmel, & Sechler, 1977).

Key Factors in the Emergence of Career Centers

Meerbach (1978) has identified four key factors in the emergence of career centers as important parts of school guidance programs. These are:

1. Concern about the capability of existing guidance programs to positively and significantly affect career planning and choice. Career centers have been begun in schools to improve the comprehensiveness and quality of information for students and to provide better techniques for the dissemination of career planning materials.

2. New demands placed on guidance because of career education's emergence as a vital thrust in education. As one important means for improving the effectiveness of school guidance programs, career centers are aiding the development of career education.

3. The spread of individualized instruction and other new educational techniques with their promise for use in guidance. Because the career center is a learning center with emphasis on personalized processes, individualized instruction fits in beautifully with the center's modus operandi.

4. Impelled by the career education movement, the dramatic increase in the use of media and technology in the schools. Since career centers are media-oriented, they offer fertile ground for media instructional processes ranging from self-initiated or individualized instruction to large group processes.

Goals and Variations of Career Centers

Within school settings, career centers seem to share a basic raison d'être, that is, to provide one central and easily accessible location for all of the school's career guidance services. The general goals of the school career center involve helping students learn more about

themselves, relevant occupations and the world of work in general, as well as helping them with career planning. Some school career centers stress counseling, others job placement. Some are basically occupational libraries while others influence the school's additional guidance and educational functions. Over and above these directions and functions school career centers vary a good deal in their intent and in the kinds of services provided (Ellis, Ellis, & Mason, 1975).

Of course, within educational settings career centers vary too according to the developmental needs of the age groups they serve. For example, at the elementary level the career center may be a guidance "learning center" with structured experience-oriented activities. These activities should assist children to learn about and interpret the importance of abilities, interests and values; to appreciate workers and occupations; and to acquire more effective decision-making skills (Meerbach, 1978).

At the middle school or junior high level the career center functions much the same as at the elementary level. But, the major difference is the added emphasis on guidance services as well as career planning. In contrast to elementary learning center activities and materials, those in the junior high career center should be more cognitively oriented and provide more specific information. A wide range of opportunities should be provided, too, for personal assessment, value clarification, role modeling and assimilation of career information. Also resources should be chosen that will meet teachers' as well as pupils' needs (Meerbach, 1978).

Skipping over, for the moment, the senior high school level, where most career centers have been developed (and around which much of the content of this paper is centered); we find in higher education that career planning programs, and associated career centers, are furnishing a great quantity and wider range of activities and services while also experiencing a high frequency of occupational information dissemination and assistance in resume preparation with little computer assisted guidance. Moreover, the career center concept is becoming more popular and spreading in higher education. Half of the respondents to a recent survey of four-year institutions reported the existence of career

centers, and three-fourths viewed the career center as the primary element in any comprehensive career education program that might emerge at their institution (Reardon, 1979).

Functions

Overall, however, Meerbach (1978) sees nine main functions of career centers. These may vary from setting to setting, but each of them relates to a particular aspect of career planning as well as to different groups in the school or community. Included are:

1. Collection, analysis, and storage of career information and materials.
2. Retrieval and dissemination of career information and materials.
3. Counseling and personal assessment.
4. Placement service.
5. Work-study coordination.
6. Curriculum development.
7. Teacher resource.
8. Community resources coordination.
9. A community resource.

Implementation of Career Centers

We've reviewed some issues related to career centers. Let's next consider implementation steps. Because there will not be time in this presentation to deal with many details of implementation, reference will be made occasionally to exhibits and appendices in the accompanying reference list for further details and examples.

Need. In embarking upon any new endeavor, a first step is establishing need. For career centers naturally this is critical and should be done early in the planning process.

There are two basic sources of need data: primary and secondary. Primary data are collected from potential career center clientele by means such as interviews and surveys. (Exhibits 1 and 2 of the Axelrod

reference provide a sample cover letter and questionnaire to gather primary data.) Secondary data are facts about the need for career centers that have been gathered by persons other than the particular career center planning leadership. These data can be accumulated by individuals heading up existing career centers and by a review of the literature (Axelrod et al., 1977).

Support from administrators, staff, and others. In gaining administrative and staff support, as well as backing from others, for developing a career center; both primary and secondary data are helpful. Some wise career center planners take their administrators and staff along to visit existing centers thereby actually involving them in acquiring evidence of the success of career centers. Offering, however, a well thought-out plan is perhaps the best way to gain administrative support (Axelrod et al., 1977).

Advisory Committee. One excellent and effective way of gaining support for the career center is by establishing an advisory committee. Based on the premise that "people support what they create," such an input committee should be representative of the constituencies to be served by the career center. Therefore, it may include school administrators, teachers, students, parents, and leaders in business, industry and labor. This committee may be involved not only in the initial development of the center, but in planning subsequent programs for it as well as improvements and expansion of programs as the center progresses (Sullivan, 1975). Meerbach (1978) sees such a committee establishing goals, objectives, functions, evaluation procedures and general policies of the career center. Also, he advocates that a core advisory committee approve all detail work undertaken by sub-groups, prepare an operational budget, and maintain an ongoing advisory relationships with center staff.

Proposal. Axelrod et al. (1977) suggest the development of a systematic proposal to help secure support and/or funds from a variety of sources. Included in this proposal should be an abstract describing objectives, strategies, and expected outcomes--plus a body containing an introduction (featuring background of the organization, statement

of problem and program objectives); a plan of action; staff, facility and budget requirements; and evaluation procedures. Appendix B of the Axelrod et al. manual is such a sample proposal.

Funding. What about funding for career centers? Meerbach (1978) points out that there are four primary sources of funds for establishing career centers: local, state, federal and private. Axelrod et al. (1977) supply, in Appendix A, a handy overview of federal funding legislation. Ellis et al. (1975) in their comprehensive study of California career centers headed up by Thomas J. Jacobsen, offer a strong caution and perhaps words of wisdom for career center developers:

> "Instead of looking for state and federal funding, which stops with the end of the funding period, Career Center personnel should work within their district to establish a specific Career Center budget for use by Career Center staff. Past performance must be the basis for future funding. To justify the need for a budget for career guidance services, Career Centers must be able to demonstrate the effect they are having on students. . . . Career Center staffs can go to their school principal or district personnel and request that a Career Center budget be established. Thereafter, yearly budget figures should be justified on the basis of evaluation information obtained for each Career Center" (p. 94).

Implementation Time. The time required for a career center to become fully functioning will vary from school to school. But in the extensive study by Ellis et al. (1975), it was determined that most career centers require a full year for their programs to become well-organized and smoothly operating.

Types of Career Centers. A Study of Career Centers in California: Final Report also presents an interesting typology of career centers (Ellis et al., 1975):

Level 1. These are career centers in operation one year or less. Levels 2, 3, and 4 were in operation more than one year but were distinguished by qualifications and size of staff, extensiveness and variety of programs coordinated by or offered by the center, and the amount of integration with other school guidance programs and activities.

Level 2. These are essentially career information centers serving students and faculty mostly on a drop-in basis, and not ordinarily

coordinating activities with the rest of the school. However, this sort of center usually carries on two or more of the following: public relations activities to stimulate student use of the center, center group orientations, administration of interest inventories, and a guest speaker program. Furthermore, if there is professional staffing, this person either provides one-to-one counseling or group career counseling, or this professional staff member may coordinate a work experience or exploratory program. Staffing at this level consists of a full or part-time professional career counselor or work experience coordinator, and either secretarial or clerical assistance. But sometimes Level 2 centers are staffed only by a paraprofessional who has secretarial or clerical assistance.

Level 3. This type of more fully developed career center conducts all of the activities of Level 2 centers, but in a more integrated manner. Additionally, this level of center attempts to involve students early in career decision-making, to maintain continual contact with students--at least once a year, and usually to have classwide orientations to the center most often through a social studies class. The larger staff at this level enables the center to do more. Staff consists of at least one full-time professional and sometimes two (a career counselor and a work experience coordinator), and one paraprofessional, or a secretary who assumes the responsibilities of a paraprofessional. Such a career center may serve as the "heart" of a schoolwide career development program.

Level 4. This is a "full-service center," one having more expanded and elaborate programs and greater tie-in with other guidance programs and school activities. Staffing in centers at this level includes two or three full-time professionals as well as two or more paraprofessionals or career aides. Also, these centers are frequently located in a guidance complex, or are staffed by all the counselors on a rotating basis (in addition to the full-time, previously-mentioned staff).

In this California study the percentages and numbers of career centers at each level were:

LEVEL	PERCENTAGE	NUMBER
1	26%	47
2	40%	73
3	32%	57
4	2%	4

The above figures represent a random sample of 181 career centers in 500 California schools. Interestingly, of the total of 500 career centers, six percent were at junior high schools, 88 percent at senior high schools and six percent at community colleges.

In a related classification approach, Sweetland and Niebeling (1975) provide a very helpful Guide to implementing career centers according to their current stages of development. Five career center developmental stages are delineated and readers are then referred to particular sections of the Guide for help with each. The five stages are:

1. "Ground Zero" - desire to start a Career Resource Center. . .
2. The Career Resource Center is already in existence, but there is a need for more monies to purchase additional materials and equipment. . .
3. You have a Career Resource Center but it is not being fully utilized by the students and staff. . .
4. The Career Resource Center is already in existence, but there is a need to evaluate career materials, reorganize the materials or to develop methods to get information to the students. . .
5. Your Career Resource Center is already in operation, but there is a need for more career related materials and equipment. . ." (Sweetland & Neibeling, 1975, pp. 9-10).

Location. In discussing location of career centers, Meerbach (1978) points out factors such as the center being centrally located, on the ground floor if possible--especially to service handicapped persons, and being attractive to students. While the location will usually depend on where space can be found, if possible it should be near the guidance offices.

It is important that career centers be placed near the counseling offices. If separate, often the attitude develops that career guidance is not the counselors' responsibility. It seems that the ideal location

for a career center is close to the counseling offices in a heavy student traffic area, near the lunchroom or student center, and away from administrative offices (Ellis et al., 1975).

In the Ellis et al. (1975) California study of career centers, it was discovered that 13 percent of career centers were located in or near the counseling center, 21 percent in or close to the library or media learning center, eight percent near the administrative offices and the remainder, 58 percent, in varying locations: classrooms, rooms near lunch areas or cafeterias, student centers and trailers. It appeared that, generally, career centers start where space is available and, as the opportunity arises, move to more suitable locations (Ellis et al., 1975).

A different sort of location for career centers, mentioned by at least one author, is a mobile van which can be moved from school to school, parked near public libraries or industrial plants, or driven into shopping centers. A major advantage is eliminating the purchase of duplicate materials and wider circulation of available materials (Lewis, 1975).

Size. The size of career centers should be determined by services provided and activities coordinated. Five hundred square feet is ample for most schools although up to five times that much space might be needed in some centers. However, in one study it was found that most school career centers were 500 to 1000 square feet, or the size of one half to a full classroom (Ellis et al., 1975).

Layout. General principles for layout of career centers include flexibility, openness, attractiveness, practical storage and shelving arrangements, and provision for placement and use of audiovisual equipment and computer terminals (Meerbach, 1978).

A common organizational device for arranging materials within a career center is the use of zones or stations where materials may be logically grouped. Alphabetical or numerical designations are assigned to each station. A suggested grouping is:

Station A. Self-awareness Materials
Station B. Armed Services Information

Station C. College and University Information
Station D. Trade and Technical School Information
Station E. Career Games
Station F. State Occupational Information Systems
Station G. Occupational Briefs
Station H. Job Application Skills
Station I. Local Employment Opportunities
Station J. Occupational Resources
Station K. Computer-Assisted Guidance
Station L. Community Affairs
Station M. Career Files
Station N. Undecided Corner
Station O. Filmstrip Collection
Station P. Emerging Occupations
Station Q. Federal and State Civil Service (Alexrod et al., 1977)

Instructional Media. Meerbach (1978) divides career center instructional media into three broad classes: materials that are printed, presentations of an audiovisual nature, and mechanical or systems approaches. Relatedly, he discusses simulations and community resources.

Printed materials include career briefs, brouchures, pamphlets, books, magazines and miscellaneous publications and documents. Briefs may be obtained from private publishers and some state employment security offices. Brochures and pamphlets are usually obtainable free from professional societies, labor organizations and business and industry. Books, from many companies, include fiction, biographies, autobiographies, and topical publications on areas such as interpersonal problems, growing up, leisure time and economics. Magazines cover topics from auto mechanics to fashion and are especially helpful at junior and senior high school levels.

There are varieties of audio visual products for career centers and Meerbach continues with good reasons for using them. Highly effective for communicating attitudinal and cognitive concepts, audio-visual materials are very useful also in spurring insights into personal factors and life-styles associated with occupations. They are also excellent for students who have trouble reading. And, visuals help

motivate discussion groups and also promote information-seeking behavior.

Mechanical or systems approaches include microfilm systems like VIEW (Vital Information for Education and Work). In Pennsylvania this system is called Pennscript. Moreover, the Department of Defense furnishes schools with a military VIEW deck.

Also belonging to mechanical or systems approaches are computer systems which have three information-related advantages over other instructional media: speed of retrieval, enormous storage capacity, and ease of revision on updating. Such systems include Philadelphia's Project VICS and Houghton-Mifflin's Time/Share.

Simulation gaming techniques, such as role-playing or use of career games, help young people to vicariously feel certain life situations which it is neither practical nor possible for them to experience directly. However, because simulations require quite a bit of time, they may best be reserved for use in the classroom.

Additional important sources of occupational information, community resources, are of two major kinds: field trips to business and industry and speakers who come to the schools. Both career center staff and teachers can help locate these. Furthermore, a master file can be kept in the career center as a reference for staff, teachers, and administrators. On pages 79-82, Meerbach (1978) offers excellent guidelines for "Evaluating and Selecting Career Materials," and on pages 82-87 guidelines for "Evaluating and Selecting Equipment."

Organization of Career Materials. While discussing other ways of arranging career materials in career centers, Meerbach (1978) states that the most valuable system for organizing career materials is provided by the Dictionary of Occupational Titles (DOT). One convenient DOT arrangement for occupations is called the Occupational Group Arrangement. This system is used, for example, by Chronicle Guidance Publications in its occupational file. An alphabetical index provided by Chronicle makes for easy entry into this filing system. Another DOT arrangement is according to Worker Trait Groups. This, developed into a filing system by the Appalachia Educational Laboratory and put out by McKnight

Publishing Company, catalogues all materials according to Worker Trait Groups, and has easy entry through an alphabetical card index.

Strategies for Helping Students. There are two principal strategies for helping students to become aware of personally-relevant career information and to learn how and where to find it (Meerbach, 1978). The first strategy involves use of guidance or classroom-based programs that guide students through an instructional or planning sequence which causes them to use information. Included within this strategy are career-relevant curricula, field trips, and classroom resource speakers.

The second strategy involves using instruments like aptitude batteries, interest inventories and vocational maturity measures. These assessment instruments usually stimulate further career exploration.

Why do students visit career centers? This question is of concern in planning career center activities. One study (Ellis et al., 1975) reported that about one-third of students from grades seven through 14, that is, junior high through community college, who visited a career center did so as a component of a class exercise or orientation. An additional 17 percent came to find educational information. Twelve percent were looking for a job, and eight percent stopped in to talk with a career counselor. Only six percent came to eat lunch, study, or for some other non-career related reason. The rest of the students, about 24 percent, were looking primarily for information about careers or instruction related to work experience, or else they dropped in to listen to speakers.

In the same study it was found that there are variations in students' reasons according to grade level for visiting the career center. This was true particularly in the response categories of class orientations, searching for educational information and talking to career counselors. Thus 43 percent of high school freshmen and 38 percent of sophomores came to the center through classwide orientations, but only 25 percent of high school juniors and 24 percent of seniors visited the center for this reason. On the other hand, the percentage of educational information seekers increased with grade level: 12 percent of high school freshmen, 16 percent of sophomores, 20 percent of juniors and 22 percent of seniors. Likewise, coming to the center

to talk with a career counselor also increased with grade level: four percent of high school freshmen, seven percent of sophomores, 12 percent of juniors and 13 percent of seniors.

Asked in this study (Ellis et al., 1975) also to identify which of five programs or services of the career center they found most useful, 37 percent of students selected speakers' programs, 26 percent field trips, 24 percent individual counseling, eight percent group counseling, and five percent speakers' seminars. With regard to the lower percentage attributed to group counseling, the study mentions that it was not clear whether group counseling was actually unpopular or just not widely used.

Staffing. While staffing of career centers varies greatly, the following positions are found in them (Meerbach, 1978):

Director-Coordinator - a competent administrator, knowledgeable about curriculum, school procedures and the community, and having experience in working with business and industry.

Career Specialist - a certified counselor or teacher, skilled in the collection and use of career information, who works with and assists students and teachers and who also works effectively with the community. Ellis et al. (1975) found career counselors in 62 percent of the 182 career centers surveyed. Approximately one-third of these individuals functioned only part-time as career counselors, and spent the rest of their time either as work experience coordinators or as part of the regular counseling staff.

Placement Specialist - helpful in attracting non-college bound students to use the center. Placement may be coordinated with the Bureau of Employment Security. Tasks include: helping seniors early in the year especially by conducting classes on job-seeking and job-keeping skills; in late winter working directly with students who are seeking jobs; continuously doing research on placements of graduates, local job opportunities and employment trends; developing feedback systems on center occupational information; and soliciting industry contact people. Sullivan (1975) specifies that placement should involve part-time, summer and full-time employment, thus broadening the usefulness and appeal of the career center.

Work-Study Coordinator - helpful in the career center in locating field experience sites, supervising students, conducting community job surveys, setting up field trips, and assisting the director or career specialist in developing occupational information. Ellis et al. (1975) found work experience coordinators in 65 percent of centers surveyed.

Career Resource Aide - trained to handle information, operate equipment, do general clerical work and decorate the center. Ellis et al. (1975) found paraprofessional staff in 79 percent of schools surveyed.

Clerk-Typist - a job which may be performed by the Career Resource Aide involving acting as a receptionist, typing all correspondence, and providing assistance throughout the center as needed.

Volunteer Helpers - include parents and other interested adults and have the tasks of locating students, conducting tours, typing newsletters, serving as receptionists and otherwise assisting as directed by staff members. An important fringe benefit of volunteer helpers is greater public awareness and acceptance of the career center. Ellis et al. (1975) found volunteers, either parents or other persons from the community, in 11 percent of centers surveyed.

Commenting on the staffing of junior high school career centers, Fine (1978) mentions that a very successful staffing model for junior high school career centers involves the teamed cooperation of a media specialist, a counselor and a teacher. The media specialist handles operational aspects of the center like ordering materials; caring for equipment, materials and the facility itself; assisting with the use of materials; and constantly evaluating and building learning stations. The counselor works with students in their career development processes, and teams with the teacher in guiding students in educational planning and in developing appropriate learning stations. The teacher instructs in the career center and evaluates learning objectives and new materials, and helps in building learning stations. Student aides may also assist in such a junior high career center.

Worthy of note also is that Meerbach (1978) points out that, in staffing elementary guidance learning centers, counselors should not be excessively involved. Rather, because elementary counselors are generally spread so thin, they should act as consultants to teachers in their selection and use of career materials and other materials for the center. And the actual responsibility for direction of the center should be given to an interested teacher, principal, or paraprofessional.

Evaluation. Meerbach (1978) points out that evaluation usually focuses on three areas: use of the career center and its materials, the materials and equipment themselves, and the center's impact on target populations. Means for evaluating use of the facility and materials comprise a sign-in log or a folder for each pupil. The latter records the student's planning activities, including use of the center. Also, a tabulation of materials signed out may be kept and an estimate made of the use of pamphlets and other unbound materials. Additionally, students may be interviewed or else polled via questionnaires to check on what they have used in the center.

In evaluating materials and equipment, facts must be gathered and judgments made about whether materials are doing what they were intended to do and whether materials are being used as designed for use; as well as about appropriateness, reading level, accuracy and relevancy of materials. Equipment should be judged by whether it is being used and used effectively. To gather these sorts of facts, follow-up questionnaires and follow-up interviews may also be employed.

Impact evaluation is undoubtedly the most difficult to accomplish. It is best done by before and after comparisons, for example, before the center is opened and afterwards. It should measure factors such as improvement in decision-making skills, increased knowledge of occupations, enhancement of positive self-concept, and progress in vocational maturity. Appendix B of Meerbach's (1978) book gives examples of questionnaires and forms for evaluating career centers.

In evaluating career centers, the Ellis et al. (1975) California study found that career centers are effectively assisting students in personal and career exploration, that is, in learning more about themselves

and occupations of interest to them. But, this study also concluded that career centers ought to be more effective in helping students with career planning. Students needed assistance in applying the knowledge gained from self-assessment and career exploration to the actual formulation of career plans. So, more emphasis was required on decision-making while recognizing that career development is a lifelong process of choice and adjustment. The Ellis et al. (1975) study has appendices containing information-gathering and evaluation questionnaires for career centers.

"High School Career Center:" An Audiovisual Portrayal of Some Career Center Issues and Implementation Steps

Next, I would like to share with you an excellent filmstrip and cassette entitled "High School Career Center." This audiovisual presentation was produced by Thomas J. Jacobsen, who was likewise the Project Director of A Study of Career Centers in the State of California: Final Report (Ellis et al., 1975), referenced in various places during the previous presentation. "High School Career Center" deals with various career center issues and implementation steps.

Another Career Center Model

The narrative that follows describes Slippery Rock State College's Do-It-Yourself Career Laboratory (Landrum, undated; Watkins & Landrum, 1976). The Career Lab, a thrust of the Student Development Division of this college, reflects that Division's mission: "To help the student search in order to become a more effective, happy, productive individual during and beyond college." To complement the narrative we will view some slides of this different career center model and examine its "Directional Components."

The Do-It-Yourself Career Laboratory

To provide its students with more efficient, effective, and enticing career development assistance, Slippery Rock State College developed its innovative Do-It-Yourself Career Laboratory(LAB). Located in a student services building between the college's Student Development (Counseling) Center and the Career Development and Placement Office, the LAB consists of five developmental stations within the LAB itself and one in the adjoining placement area.

The six stations are sequentially entitled: (1) Self-Knowledge, (2) Career Knowledge, (3) Knowledge About Your College Major and Related Careers, (4) Leisure, (5) Decision-Making, and (6) How To Aggressively Hire Yourself An Employer.

Self-Knowledge. Station 1 helps the individual to focus on abilities, interests, and values. Personal assessment means at this station include the Self-Directed Search, the California Occupational Preference System Inventory, the Strong-Campbell Interest Inventory, the Allport-Vernon-Lindzey Study of Values, and the Chronicle Occupational View-Deck. Even where self-scoring cannot be done, as is the case with the Strong-Campbell, the "Do-It-Yourself" option remains. Students may, for example, take the Strong and later obtain and study the results on their own. Or, if they choose, they may arrange individual counseling appointments.

This station also incorporates special information related to personal assessment and adjustment, such as materials on study skills; help for women and minorities; and facts about alcohol, drugs, and sex.

Career Knowledge. Station 2 includes both occupational and educational information. Found here are sources such as the Occupational Outlook Handbook, Dictionary of Occupational Titles, Pennscript (Pennsylvania's version of VIEW, Vital Information for Education and Work), College Blue Book and the Chronicle College View-Deck.

Knowledge About Your Major. To furnish one convenient place on campus where extensive information is available about every Slippery Rock State College major and the career alternatives to which it leads, "Knowledge About Your College Major," Station 3, was designed. Here are featured brochures, program outlines and major-related occupational materials.

Leisure. Station 4, helps users to find out when they have time for leisure, determine what their dominant leisure interests are, and link these leisure interests with compatible leisure activities. These aims are facilitated respectively by a Time Study, Leisure Interest Finder, and Leisure Activity File.

Decision Making. Initiated in order to help students become more effective choice-makers, "Decision-Making," Station 5, offers three sequential booklets to help users determine: first, how effective they have been in previous decision-making; secondly, to learn a step-by-step process of implementing current decisions; and thirdly, to explore in-depth various factors involved in making choices.

How to Aggressively Hire Yourself an Employer. Situated in the Placement Office adjoining the Career Lab, Station 6, is aptly entitled "How to Aggressively Hire Yourself An Employer: A Seven Level Job-Hunting System." As the name implies, this station promotes an assertive step-by-step, seven-phased approach to finding jobs. Dealt with are an overview of the job-hunting process, self-evaluation of skills (using Richard Bolles (1975) Quick Job-Hunting Map), job analyses, resume construction, preparation of cover letters, creative job-hunting, and, finally, interviewing techniques.

Attractive signs in the CAREER LAB and Career Planning and Placement Office inform students about career development and direct them step-by-step through LAB processes. Placed at strategic points, the signs also tell the user what assistance is available, and where. Help may vary from an undergraduate Career Lab Attendant (one of whom is usually on duty when the LAB is open) showing a student how to use a piece of audiovisual equipment, to a graduate assistant aiding with various career materials, to a professional counselor counseling with an individual.

Feedback about the Career Lab from student users has generally been most positive. College faculty have reacted in much the same fashion. And a number of other institutions, ranging from junior high school through university, after either sending representatives to visit the LAB or writing for information about it, have emulated the DO-IT-YOURSELF CAREER LABORATORY in various ways.

Conclusion and Summary

From our summarization of some issues and implementation steps for career centers, our viewing of the High School Career Center film-strip and then our consideration of the Do-It-Yourself Career Laboratory, I hope you have gained a better grasp of the nature and value of

career centers as well as measures that you can take, should you so choose, to develop successful career centers at your own institutions. Career centers definitely do offer a practical means for assisting individuals and groups with their career development processes. They are also a concrete expression of the services of career guidance. Finally, they provide specific ways for us to help deliver the promises of career education!

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COLLABORATION BETWEEN THE SCHOOL
AND
THE COMMUNITY IN CAREER EDUCATION

Nicholas Topougis
Akron School District

My presentation and your activities this morning will focus on the topic: "Collaboration between the schools and the community in career education." As a result of our three hours together, I am hopeful of providing you with:

1. A clearer understanding of concepts and issues related to collaborative efforts between the school and community resources.

2. A national view of the emphasis on collaboration.

3. Insights regarding the Akron public schools' experience in collaboration with community resources.

4. Knowledge of problems, issues, and techniques that can assist you in your own local district to develop or enhance your use of community resources.

5. An opportunity to apply information and ideas presented on collaboration to your own setting.

It is my understanding that all of you are directly or indirectly involved in various dimensions of career guidance. Thus, the topic of collaboration should be of extreme interest to each of you since it significantly enhances the educational sector's ability to provide a more meaningful process of education and career guidance which leads to improved short and long term career goal setting by students.

I am not familiar with the educational setting that each of you is from or represents. Thus, the community resources you may or may not have are totally unknown to me. But one thing is certain, every school district has some degree of resources available to it. Urban areas have resources in great abundance, while your suburban and general metro areas not only have their own unique resources but can benefit from the use of the urban ones. Rural areas have community resources to a much lesser degree than urban and suburban areas and may have to travel to a nearby industrial area.

For the participants in the audience who do not represent or work for local school districts, your interest in collaboration should be centered around providing direction, information and assistance to local school site personnel who may be in a position to enhance the instructional and guidance efforts thru the utilization of resources from the local area.

About Collaboration

The concept of collaboration calls for schools, employers, labor, home, and family, and the vast network of community organizations to act together in relating education to work and meeting student's needs. In order to meet today's learner-needs, and their preparation for making a living, in today's technological age; the formal system of education must reach out and utilize the sources of the broader community. All parties today must share in the process of education. This includes obtaining commitments and sharing responsibilities for developing and implementing career related programs among the various segments of the broader community.

I am not dictating that educators give up responsibilities of education to others. Education is the responsibility of educators and we are held accountable for the process. I believe we must reach out for help and once that help is provided, two heads are better than one in implementing career education efforts.

The need for collaboration is most clearly seen at the point where young people change from a life style dominated by the requirements of a formal education to one dominated by the expectations within a work place.

However, efforts to collaborate in this transition should start well in advance of graduation. In career education programs, these efforts begin when schooling begins. As a result, the following outcomes should be achieved by students.

1. Obtain a realistic view of work;
2. Relate school to work and employment better;
3. Gain greater awareness of their interest, abilities, and achievements;

4. Obtain knowledge of skills needed in the market place;
5. Gain assistance in establishing short and long term goals;
6. Have work values and ethics reinforced; and
7. Increase motivation to learn subject matter.

Through collaboration activities educators will:

1. Gain a realistic view of work and the changing economy;
2. Expand channels of communication and support for the public schools; and
3. Enhance their instructional and guidance efforts by implementing a learning environment.

Last but not least, community members will benefit as they:

1. Observe their vital role in the teaching process;
2. Gain greater knowledge of problems involved in preparing youth for employment; and
3. Share in preparing youth for a smoother transition from school to work.

At the national level, the United States Office of Education, collaboration efforts have been spearheaded by the Career Education Office under the direction of Dr. Kenneth B. Hoyt. A number of conferences have taken place during the past few years with the leadership of major businesses, industry, labor, and community-based organizations in an attempt to influence nationwide action for collaboration. A number of policy statements have been received as a result of these meetings. A number of national organizations have pledged their support to assist schools in their career education efforts. Among them are: National Alliance of Business, United Auto Workers, United Rubber Workers, American Telephone and Telegraph Company, General Motors Corporation, National Manpower Institute, Boy and Girl Scouts of America, Junior Achievement, Rotary, Future Farmers of America, General Electric Company, Chamber of Commerce U.S.A., and Women's American ORT. Many more are working today at a local school level to assist educators through classroom presentations, supplemental materials and field observation sites.

Akron's School Community Efforts

I'm not here primarily to provide you with a national view of collaboration. In order to obtain a more practical view of applying

collaboration to a local setting, I will concentrate the balance of my remarks to our experiences in the Akron schools/community.

Achieving success in obtaining support from the public sector is normally not an easy task to accomplish. However, it has been relatively easy to establish in Akron in that the city and its school system provides an extremely favorable atmosphere for close school community relationships to take place.

Certain characteristics prevail in our city of approximately 230,000 that have brought a deep sense of pride in the school system and confidence in the products thereof. The most important characteristic is that business, industry, labor, as well as other segments of the community, feel that they have a voice in educational policy and will be listened to. The Board of Education, over a number of years, consistently sought a broad range of community participation in the development, implementation and expansion of programs. Results of this participation have been the expansion of vocational education, special education and career education efforts.

The economic base of the community includes four rubber companies and their national headquarters, two international unions, service oriented occupations, aero-space industry, major trucking headquarters and terminals and a number of small manufacturing industries. The rubber companies have, over the past ten years, reduced significantly a number of manufacturing jobs which had been the mainstay of the economy. However, with the growth and expansion of research and development related to the rubber and aero-space industry, increase in the service related work and the rapid growth of small diversified industries, the economy has remained stable. The change, has challenged local educators to prepare a future work force that is highly skilled and technically oriented.

The public school system has maintained financial solvency while state-wide financial crises are common. It's most difficult for anyone in Akron to remember when a local school tax issue was defeated. The last two passed by 72 percent of the voters.

The roots of the school curriculum lie in the basic philosophy that education is not only committed to the mental and social development of the children, but it must also provide pupils with the necessary skills that will prepare them to make a living.

With this philosophy and background of community support for education, career education began in 1971 and today serves 26,000 students in five of the eight high school districts. A high school district includes all the feeder elementary, middle and junior high schools.

The major goals of career education in our city are to assist students to understand the relevancy of their school work and to assist them in planning, identifying and meeting career goals within realistic employment opportunities in the local community and beyond.

To meet these goals, collaboration among the formal education system and all segments of the community --business, industry, labor, government, professional and service organizations, and parents--is energetically sought and utilized in all three of the career development stages. These stages are Career Motivation (K-6), Career Orientation (7-8), and Career Exploration (9-12).

When the career education effort began it was the beneficiary of the community willingness to collaborate with and provide support to local educational endeavors. Once the formal organization of a career education program had begun, the initiative for collaboration increased significantly.

Structures for Collaboration

Although Akron has an abundance of business, industrial labor and government resources available to the schools, there are also a number of community based organizations and leaders who contribute. The premise in working with this vast network of resources is that the school system must share decision-making powers and resources with leaders and key people of these respective organizations when applicable.

So far, I have attempted to establish a major principle of collaboration, and that is that a favorable atmosphere should exist with

a confidence on the part of segments of the community that they have a voice in educational policy and will be listened to. If this doesn't exist, collaboration can still take place but will be more difficult.

The second principle of collaboration is that someone has to initiate the process and control the administration of how it will be utilized. If a formal organization of a career education program begins with the school, this program can be utilized to initiate and administrate. If there is no formal program in career education, then, either the guidance or curriculum leadership can be viewed as leaders.

In our city, the organization, management, and utilization of community resources is looked upon as being managed by our program with a great deal of intensity.

Presently, there are three various structures that assist the schools in the development, improvement, and expansion of collaboration.

Akron Regional Development Board - Akron Public Schools Education-Work Committee

A committee of business, education, labor, and industrial leaders meet and discuss national concerns of the working world and education. The group is further organized into sub committees and provides assistance: (1) in obtaining field experience sites, (2) in obtaining local occupational information, (3) in communicating educational efforts to the general public, (4) in providing knowledge and direction in job preparation and placement, and (5) in the development of community resources for a technical career program to motivate women and minorities into technical careers.

The organization also works closely with the career education staff in developing and implementing in-service programs that expand educators' knowledge of the private sector.

Career Education - Vocational Education Advisory Council

A local "Career Education - Vocational Education Advisory Council" assists the schools' leadership by projecting occupational needs of the community, reacting to long range goals of program development and expansion, and providing directions in the establishment of intensive career exploratory programs.

Labor-Education Advisory Committee

In order to be responsive to organized labor's concern for career education, an initial thrust of developing a closer working relationship with labor began in 1976. In working closely with the Akron Labor Council AFL-CIO, a "Labor Education Advisory Committee" was formed to attain the following outcomes:

1. increase communications between labor and the schools,
2. place students in direct contact with people in organized labor,
3. expose students to organized labor's view on issues,
4. provide assistance in planning and implementing training programs for educators, and
5. select resources, speakers, and sites for field trips.

Today, because of this advisory group, we have achieved the following:

1. Labor representatives coordinate requests for classroom resources and instructional aids.
2. Professional labor representatives have conducted in-service programs.
3. Labor-education has provided instructional materials.
4. Labor-education curriculum units have been developed and fully tested.

The present Labor-Education Committee is made up of: The Executive Secretary-Treasurer of Akron Labor Council AFL-CIO; The Education Director of URW and International Chemical Workers; The Assistant Director - Labor Education Research Service, Ohio State University; The Director of Career Education; and The Workshop Coordinator - University of Akron.

"How to Work With Labor" can be a three-hour presentation in itself but key points to remember are:

1. Labor has had a great interest in education and continues to be one of the strongest supporters of the process.
2. Select persons to work with that represent organized labor and speak for labor.
3. Work initially with local labor councils.
4. Labor must be allowed to have input and a role in staff training and direction of programming as it relates to labor concerns.

5. Working with labor can be frustrating but very rewarding.

How Are Community Resources Utilized in Akron?

Building Level. In lieu of regularly scheduled building meetings after school, two or more times a school year in-service is conducted with the entire staff. Although limited to 45 minutes, time can be spent very wisely by bringing in business, labor or community leaders to discuss various points of view of major issues related to city economics, employment forecast, labor concerns for economy, etc.

University Involvement. A credit option is provided for professional growth as an opportunity to extensively view issues such as the impact of technology on the work force, labor's plight, labor management relations, etc. Summer programs are provided for educators where they observe and work in the private sector. Normally, programs last from one to three weeks and can involve up to 16 business, industry, and community organizations. Educators must apply learning in the private and public sector to their instructional and guidance programs.

Evening Seminars. Non-credit meetings are conducted in the evening for two hours. They provide an opportunity for dialogue between educators and leaders of the community. Such themes can be discussed as: How to Start a Business, Manufacturing the Product, Personnel - "People That Make It Happen," Marketing, Labor-Management Cooperation, and What Makes Akron Tick?

Collaboration with Community Based Organizations. When a community organization has within its structure goals and activities related to career education, an intensive effort is made by the program to meet with the leadership of those organizations and together develop and implement the collaborative efforts. To date, the following structured community based collaborative programs are operational:

1. Project Business - Junior Achievement
   * 46 business consultants utilized in 46 eighth grade classes,
   * 14 week program consisting of a team effort by the teacher and business consultant,

* program includes economic awareness and career exploration units,
* preliminary workshops are held for teachers and business consultants.

2. Exploring - Boy/Girl Scouts of America
   * Career Interest Surveys are given to secondary students wishing to participate in after school "Explorer's Post."
   * Survey data is presented back to schools on computerized information.
   * Surveys are distributed to schools and are utilized by counselors as an additional data source to determine students' career interests.
   * Presently, there are over 40 career exploration posts available to our students in a variety of professional, technical, and military career areas.

3. Vocational Exploration Program - AFL-CIO Human Resource Development Institute
   * Places a number of disadvantaged 11-12th grade students in private sector employment with the purpose of exploring various occupations and understanding the forces that operate in the world of work.
   * The Career Program assists in the identification of students.
   * Labor assists in the placement of students.
   * Students are paid on an hourly rate.

4. Youth Motivation Task Force - National Alliance of Business
   * Purpose of program is to encourage young people to think about realistic careers.
   * A task force of 290 local business, industrial, labor, and government agency personnel participate by adopting schools.
   * A task force consists of 20 to 26 people serving one school.
   * A training session for task force members and educators is held in November and is jointly planned and implemented by the National Alliance of Business and the Career Program.
   * Teachers prepare information regarding the level of aspirations and general ability of students to be served by the task force.
   * Preliminary visits are arranged for the presenters to orient them to the school plant and meet with the educational staff.
   * For three consecutive months the task force members are scheduled into classes, meet with individual students and host them on exploration sites.

5. Job Readiness Program - American Society of Personnel Administration

   * Purpose is to provide secondary students with job seeking, job getting, job holding skills.

   * Local association of ASPA members visits classes and discusses importance of school, do's and don'ts on the job, filling out applications, resumes, interview process, etc.

   * Students involved also have an opportunity to visit an ASPA member and spend a day in the hiring-in process.

6. General Motors - Terex Division

   * Purpose is to demonstrate to students interdependence of workers and specialization of work.

   * Students from grades 1-12 visit the Terex plant with each grade level having a different focus.

   * Grade 2 can be observing the importance of safety rules while grades 11-12 are spending time exploring drafting and research facilities.

7. Labor Education Advancement Program - Urban League

   * Purpose to expand knowledge of career opportunities in the skilled trades and apprenticeship programs.

   * Skill days are planned where seniors visit construction sites and apprencticeship programs.

   * Junior high students are oriented to the skilled areas by having a team of skilled craftsmen and apprenticeship students visit schools to demonstrate their tools and equipment.

   * Visits are made to classrooms by individuals who presently are employed in non-traditional areas.

8. Collaboration with Universities

   * Visual Aids Awareness - Kent State University

   * Mini-Factory - Kent State University

   * Early Childhood Education - University of Akron

   * Staff Development Program - University of Akron & Kent State

9. Collaboration with Business - Industry

   * Firestone Tire and Rubber Company - World of Work

   * Goodyear Tire & Rubber Company - Exploration in the Free Enterprise System

   * Classroom in Department Store - Downtown Merchant's Association

   * Rotarians - Adopted a high school exploration effort by providing field sites and personnel for intensive field and internship experience.

* Kiwanis - Assisted the career education effort by developing a complete computerized list of local Kiwanians who were willing to serve as career resource personnel.

* Akron Board of Trade - Has implemented a "Faith in Youth Program" designed to help young people better understand business and our economic system. The participants consent to serving secondary students as classroom presenters and also accept students in their plants, places of business, etc.

* Women's Division of the Akron Regional Development Board - Developed project with the career education department that provides elementary grades 1-6 with an overview of the banking business. It assists students to learn the importance of money, accept responsibilities of earning money, develop improved consumer choices, and understand concept of specialization.

10. Parents in Collaboration

* Utilized as resource speakers

* Become involved in elementary school production and economic units with students (manufacturing and sales).

* Career program provides in-service training in:

  ° Systematic Training for Effective Parenting

  ° Vocational Education

  ° Student Interest and Aptitude Inventories

  ° Career Exploration Program Awareness

Managing Community Resources

Using our community actively as an educational resource over the past decade, has enabled the Career Education Program to develop a comprehensive list of all individuals and organizations who are willing to assist us. This information has been disseminated to the local school staffs in the form of a resource guide. The guide also contains procedures and preparations for utilization of the conference telephone which is available in each of our schools.

Initiating the utilization of resources can originate from several sources.

1. In the structured programs, we seek teachers who are willing to participate. If the program includes all students in a grade level, the teachers are involved automatically.

2. The normal procedure in most cases of utilizing community resources is initiated by the teacher or counselor. The request is submitted to our office whereupon we secure the resource to meet the teacher's needs. Our office presently has on file of over 1,000 individual resources which are kept current. If a resource is not available, we will begin a search to obtain a suitable one.

Our office handles all the communications, confirmations, schedules and transportation for the classrooms.

Problems in Collaboration

Generally, educators do not initiate collaboration efforts. Most systems that are still providing a traditional curriculum such as college preparatory and general education, have not established a great need for utilizing community resources into the curriculum. In some cases educators lack an awareness of how to reach out and obtain community support. There are others who may be threatened by involving community organizations because of accompanying questions and concerns over turfdom.

There are also individual teachers who can not envision how community people can enrich the instructional effort. Some don't want the hassle of taking youngsters on field trips.

Another problem related to collaboration is the lack of proper preparation on the part of students, teachers, and community people. If this occurs, the resource person is resentful and youngsters can not see a relationship of the resource person and the curriculum area. Every effort must be made to utilize resources in the present instructional and guidance effort.

Be cautious of burning out resource people. Develop a large community file and use many rather than a few.

Concluding Remarks

Educators must perceive community involvement as an added dimension to education. Almost without exception, the community is allowed to enter into the educational process, the teaching/learning process is enriched.

I am hopeful through this brief presentation that I have stimulated you to become more active in expanding the four walls of the classroom. I would urge all of you to make further use of community organizations especially in the delivery of career education programs.

COUNCIL ROCK SCHOOL DISTRICT
Bucks County, Pennsylvania

George Ettinger
Director of Special Services

Charles H. Ortman
Coordinator of Career Education

Career Education Presentation
(R.E.A.L. - Relating Education and Life)

I. Overview/Introduction

- a. Needs Assessment
- b. Visitations
- c. Pilot Programs
- *d. Definition (A-1)
- *e. Major Intent (A-2)
- *f. Focus (A-3)
- *g. Objectives (B-2)

II. Kindergarten - 5

- a. Workshops (In-Service)
- b. Learning Centers
- *c. Student Speakers (E-5)
- *d. R.E.A.L. Mobile (E-11)
- *e. Community Speakers
- *f. Classroom Support Services (E-2)
- g. Career Day
- h. Curriculum Example

III. 6 - 8

- *a. Pennscripts (E-3)
- b. Workshop (In-Service)
- c. Counselor Project (PL 94-482 funds)
- *d. Career Fair
- *e. Window (E-13)
- *f. Resource Center (E-1)
- *g. Curriculum Example (math)

IV. 9 - 12

- *a. S.A.V.E.
- *b. C.E.P.
- *c. Work Experience
- *d. Rent-A-Kid
- *e. Standardized Testing
- *f. R.E.A.L. World Report (Newsletter)
- *g. Services to Educational Community

V. Wrap-Up

Questions/Answers

*Material(s) Enclosed

Section A-1. DEFINITION

Career education has been described as a new order of education concerned with the usefulness and self-realization of every one.

Career education demands no permanent bondages to a career goal; rather it reveals to students their great range of occupational options and helps them to develop positive attitudes towards work.

Career education is exploratory in nature and is a series of educational experiences designed to positively enhance an individual's career development.

Career development is a life-long experience that begins with the first realization that the world of work offers opportunities for satisfying a person's needs and includes the process of understanding oneself. The individual should gather data about options, establish a value system, make choices, implement decisions, and evaluate results.

Section A-2. MAJOR INTENT

Every individual, upon leaving public school should be prepared to:

-- enter either gainful employment or another level of education.

-- apply throughout life, systematic procedures of career development by and for themselves, arriving at a level and position that satisfies needs and is consistent with individual talents.

Section A-3. FOCUS

Career education has a different focus at each level of education:

K-5 -- Awareness of the world of work and self

6-8 -- Exploration of the world of work and self

9-10 -- Orientation to the world of work and establishment of tentative career goals.

11-12 -- Preparation for the world of work and/or further education.

Section B-2. CAREER EDUCATION OBJECTIVES

Career education coordinators function as consultants to all the curriculum committees and assist in the development and implementation of career education objectives and competencies within each program of study.

Elements of Career Education (K-12) - Goal Statements

1. Appreciations and Attitudes
2. Self Awareness
3. Decision Making
4. Educational Awareness
5. Career Awareness
6. Economic Awareness
7. Skill Awareness, Beginning Competence
8. Employability Skills

Section E-5

Activity: STUDENT SPEAKERS Contact: K-5 Coordinator

Purpose:

To offer speakers from the high school able to make presentations in a variety of areas.

To fill the need when community speakers are not available.

To give the high school student a valuable experience in working with younger people and expressing their career ideas and skills.

Plan:

Speakers are available from the high school and the vocational-technical school as resource speakers. The students will have some level of expertise and interest in the area of focus as a vocation or hobby.

Schedule:

Teacher requests for resource people are forwarded to the K-5 Career Education Coordinator. Students are scheduled in cooperation with the 9-12 Career Education Coordinator.

Transportation is provided by the district.

Teacher Participation:

High school and AVTS faculty are consulted about students who would be good candidates for the program.

Students selected must have teacher approval and a high degree of interest in the topic.

Section E-11

Activity: The R.E.A.L. Mobile Contact: K-5 Coordinator

Grade Level Emphasis: K-8 and Community

Purpose:

To acquaint teachers and students with various careers in the fifteen cluster areas.

To offer a learning experience to augment classroom activities in career education.

Plan:

Exhibits are constructed of printed matter, AV materials, student projects, display material, models, 3D and photographic representations, etc.

Students are brought into the R.E.A.L. mobile to observe and experience career cluster information.

Schedule:

Displays in the R.E.A.L. mobile will be changed four times during the school year.

The unit is moved between schools on a prearranged schedule.

Teacher Participation:

Individual classroom teachers escort classes through the R.E.A.L. mobile or work in small groups with the display material.

Printed material is available upon request to use prior to the visit in the classroom.

Special projects, such as scavenger hunts, mazes, and worksheets can be arranged.

Career Education Tip Sheet - Community Resource Persons in the Classroom

Description:

There is a tremendous, willing and available resource out there in your community to be tapped. People are happy to be asked to share with students. Some may need encouragement due to inexperience or shyness but once involved are willing repeaters. Their continued participation depends primarily on YOUR preparation and procedures.

Community persons can demonstrate specific jobs, hobbies and interest, participate in career days and fairs, supply you with resource items, act as advisory committees and refer you to others who will become involved.

Sources:

Of course, the utilities like PECO and Bell have terrific persons who will come to your school and talk to one class or more. The main emphasis in their presentations is now on careers and career preparation. Many other large firms have designed such programs and will set up programs or send resource persons at your request. One of the most overlooked sources is your very own PTO or parent council. A questionnaire sent home with kids brings terrific results. Your local business firms, professionals present a wide range of jobs and have a vested interest in your career education efforts. Specific sources:

Bucks County Business and Industrial Directory
Bucks County Government (State and Local)
Service Clubs - Kiwanis, Rotary, Lions, Exchange, AAUW, B'nai B'rith, ORT
Parks, Recreational facilities, game and forestry services
Agencies such as EPA, Health, Social Services, etc.
Churches, church groups
Hospitals and rehabilitation agencies
The list is limited only to your creative use of the phone book!

Procedures that Work:

-- Prepare around subject matter activities. Relate.
-- Make presonal contact to discuss arrangements and topic.
-- Follow-up with confirming letter. List specific times and dates. Busy people expect this.
-- Arrange for a student host. Alert administrative personnel and school newspaper.
-- Prepare classes to question and make speaker welcome. Insist on good manners.
-- Send appropriate thank you letters.

Remember. . . if the speaker had a lot to offer and does not want to return it is most likely due to your lack of preparation with procedure or with the students. Interviews with the resource person PRIOR to the presentation are helpful. Not all will be terrific even though their heart is in the right place. You will want to compile a list of the most successful and maintain their involvement.

Council Rock values our community resource persons. Without them and their support, it is doubtful that our career education program would have succeeded.

They are your most valuable resources. Help them enjoy their visits with you.

Section E-2

Activity: CLASSROOM SUPPORT SERVICES Contact: Coordinators - K-5; 6-8; 9-12

Grade Level Emphasis: K-12

Purpose:

To assist classroom teachers with AV materials, written materials, speakers, hands-on activities, and other special events.

Plan:

Teachers contact the appropriate career education coordinator for materials from the resource center through the use of request forms, phone, or personal contact.

After use, the materials are returned to the Resource Center via the coordinator.

All materials must be scheduled and signed out.

Schedule:

The resources and speakers are used on a day by day basis. Teachers must plan well in advance for their units of instruction. At least 10 days are needed to set up student or community speakers.

NOTE: Transportation will be provided by the school district when necessary.

Section E-3

Activity: PENNscript CENTERS Contact: Building Librarian 6-8 Coordinator

Grade Level Emphasis: 6-8; 9-12

Purpose:

To utilize microfiche career materials produced free by the Penna. Guidance Services, a division of the Pennsylvania Department of Education.

To provide students a special job information resource center for individual use.

To provide teachers current, localized job information for classroom activities.

To provide high school students a practical source of local job opportunities and information.

Plan:

Each middle school library/and the high school library has established an area equipped with a reader/printer and a reader. Each is supplied with current files of PENNscripts and printing paper.

Schedule:

Each middle school librarian will plan and present orientation on the use of PENNscript to teachers and students and devise methods of utilization.

Teacher Participation - Recommendations:

-- Become familiar with the center and its materials.
-- Plan to use them for student job research.
-- Increase personal career information.
-- Utilize materials from VEIN, RISE, etc. with available reader.
-- Utilize materials in your curricular career units.

NOTE: PENNscripts are updated every two years. They are a result initially of Title III funding and have been adopted by Pennsylvania on a permanent basis.

Many other excellent materials are available at the center in Harrisburg. A catalogue is in the Career Education Resource Center.

Tip Sheet - Annual Career Fair

Contact: Marguerite S. Turner - Career Education/Middle Schools

Description:

An evening activity involving 100+ participants representing as many or more careers. Participants are arranged in the gym in career clusters, given table space and equipment assistance. Each is encouraged to display or demonstrate some aspect of their job. Many prepare hand-outs. Students and parents in grades 8-12 are invited to talk with any or all of the presenters informally. The atmosphere is one of "convention" or "fair" to create a free flow of people. Teachers are invited and encouraged to conduct classroom activities to prepare students to get the most out of the experience. It has been an exciting and very successful activity. The following suggestions may help you plan for your district:

I. Plan - The fair is a joint effort of the career education service and the guidance and counseling service. Committees are formed early: (1) Resource People; (2) Public Relations and Communications; (3) Orientation; (4) Facilities and Program Operation.

II. Committee Functions - (1) Resource Persons: List a number of jobs in each of the 15 clusters. Set the size you can handle. Set-up a calling list. Personal contact must be followed by specific information in a packet. Use community people. Call the large firms like PECO, Bell, etc. DO NOT include colleges or schools. They have a separate theme. Do include the armed services and public services. Keep accurate records. Be specific in giving participants instructions. Include a map and set-up ideas in your mailing. Know in advance what AV and electrical facilities are needed for each. Arrange reception and hospitality area. Use counselors and student aides. Name and job tags are given to each on arrival. These people are your most important asset. Treat them well. (2) Public Relation/Communications: If your

budget will allow, mail flyers to all parents. Use posters, announcements, classroom packets, newspaper articles. List careers and participants as a student/teacher handout. (3) Orientation: Introduce activities that help students interview people into the classroom. Have counselors visit classrooms to discuss the need for career info and decision-making with kids. Involve teachers as much as possible. (4) Facilities: Place, when, how, etc. Be sure all activities are cleared and approved administratively. List equipment needs. Line things up early. Plan for access to gym and set-up routine. Clean-up plan. Maintenance people can be hired to work a few hours to see that school is back in shape for the next day. Leave things as you found them if you want continued support.

III. Follow-up - Each participant is sent a "thank you" letter and evaluation form promptly. They are asked to suggest improvements. Thank you goes to all district personnel who helped. Committees meet and re-cap. This is important while things are fresh.

Good luck to you. Be ready for a lot of work but a very good feeling when you are finished!

Section E-13

Activity: NEWTOWN DISPLAY WINDOW Contact: 6-8 Coordinator

Grade Level Emphasis: K-12

Purpose:

To use a medium of expression to the community of programs and offerings in the Council Rock School District.

To highlight for the community special events and accomplishments involving students and their educational experiences.

Plan:

Three large windows are available with back flats and lighting, and AV equipment at Flum's Department Store on State Street in Newtown Borough.

Teachers, departments and special services are encouraged to prepare displays to augment classroom units.

Schedule:

A schedule is established in September based on voluntary commitments from the district's professional staff.

Windows are normally changed on the first Tuesday of each month.

Committee:

Career Education Coordinators
District Maintenance Department

Teacher Participation - Recommendations:

-- Plan to display special unit work, i.e., student art, structures, sewing, woodwork, etc.
-- Plan around special events, i.e., library week, sports, education week, trips, district projects, art week, curricular themes, and new activities.
-- Plan to encourage student participation.
-- Plan for the physical conditions--sun, transporting, materials, timing, etc. Consult with the Career Education Coordinator.

Section E-1

Activity: CAREER EDUCATION RESOURCE CENTER Contact: 6-8 Coordinator

Grade Level Emphasis: K-12 and Staff

Purpose:

To centrally house and maintain for district-wide use a variety of resources for classroom use in the implementation of the career education concept.

Plan:

The center is:

-- located in a mobile unit at the Administration building--"A" Section
-- is structured around the 15 career clusters and contains written and AV material for classroom use.
-- is periodically up-dated with elimination of old materials and purchase of current items.
-- lists of all materials are available to each teacher. Many items are listed in the course of study resources.
-- the center houses a PENNscript center and a microfiche reader.
-- Singer Auto-vance cassette/filmstrip players are available to preview.

Schedule:

To schedule a visit to the center call your Career Education Coordinator. The K-5 and 6-8 Coordinators are housed in the Center.

To request use of the materials in your classroom. . . see Section E-2 of this manual.

Teacher Participation - Recommendations:

Visits to the Center with the Coordinator have proved to be a valuable planning aid for teachers.

Many items in the Center have been and will continue to be purchased on the recommendation of teachers to fit course of study units.

NOTE: All materials must be signed out and scheduled for use through the appropriate coordinator.

Relating Education And Life

Occupational Focus: Bank Teller
Cluster: Business and Office

Subject Area: Mathematics
Subject Relevance: Balancing

LEVEL 3 UNIT 3 OBJECTIVE B

This is your first day as a teller at Big Bucks Bank. Things went well today--not one hold up at your window! Now you must "close-out" for the day. Make sure you have the correct amount of money in your drawer.

The computer says you should have $5,275 more than what you started with. Check to see if you are right. If you are off, find out how much.

(1) This morning you started with:

150 - 1 dollar bills
50 - 5 dollar bills
50 - 10 dollar bills
30 - 20 dollar bills
10 - 50 dollar bills
TOTAL?

(2) Cash at the end of the day:

321 - 1 dollar bills
212 - 5 dollar bills
108 - 10 dollar bills
34 - 20 dollar bills
1 - 50 dollar bill
TOTAL?

(3) Checks at the end of the day:

$ 1,492.
211.
31.
421.
1,929.
TOTAL?

(4) What is the total of cash and checks at the end of the day?

(5) Do you have $5,275 more than what you started with in the morning?

WHAT DOES A BANK TELLER DO?

After banking hours, tellers count cash on hand, list the currency-received tickets on a settlement sheet and balance the day's activities. A teller must put accuracy above all else. Tellers must have a pleasing personality and enjoy dealing with people. The work is always in good surroundings and clean. At least a high school education is necessary and if advancement is expected, experience and additional education are required. Part-time jobs are available. Pay is fairly good and dependent on experience and years. Most banks have retirement programs and the fringe benefits are usually good.

Section E-4

Activity: STUDENT AIDES AND VOLUNTEERS IN EDUCATION (SAVE)

Contact: 9-12 Coordinator

Grade Level Emphasis: 11 and 12

Purpose:

To offer students an opportunity to act as aides in a district school of their choice.

To offer a career experience in education for interested students.

Plan:

The SAVE program is open to all junior and senior students who are not involved in other outside career education activities.

SAVE positions are available as teacher aides, tutors, special education aides, clerks, special area aides.

Students in the program are released from regular classes one full day every two weeks for a full semester, reporting directly to the school assignment.

Students make application to the program through the Career Education Office and must secure parental and subject teacher approval.

Acceptance is contingent upon finding a school location suitable to the students' interest.

Section E-6

Activity: CAREER EXPERIENCE PROGRAM (CEP) Contact: 9-12 Coordinator

Grade Level Emphasis: Grade 12

Purpose:

To offer twelfth grade students an opportunity to observe and sample a career of their choice through an outside experience.

Plan:

The CEP program is open to all seniors who are not involved in other outside career education activities.

Generally, students in the program will be released from school to participate once every two weeks for a full semester. This schedule may vary depending on the job site.

Students must make application to the program through the Career Education Office and must secure parental and subject teacher approval.

Acceptance is contingent upon the career experience and the job site.

No wages or compensation are made to the students. Working papers are not needed.

Section E-7

Activity: WORK EXPERIENCE PROGRAM (WEP) Contact: 9-12 Coordinator

Age Requirement: Students must be 16 years or over.

Purpose:

To offer students an opportunity to explore trades and professions and to acquire salable skills while allowing for the preparation for further education.

To assist students in investigating the world of work and to prepare them to enter the job market.

To assist students in understanding the necessity of job-related education.

Plan:

The WEP program is open to all students 16 years of age or older.

Application is made through the students' guidance counselor.

The student will assume the responsibility of meeting regular academic requirements while involved in the released-time program.

Graduation credit will be given for work experience at the rate of 1/2 credit per semester hour of released time.

Placement in the program is mutually agreed upon by the student, his/her parents, guidance counselor, and the Career Education Coordinator.

The program is supervised by career education personnel.

Career education personnel will assist in job placement.

Child Labor Law regulations are strictly enforced. Working papers are issued by the district when necessary.

Section E-8

Activity: RENT-A-KID (RAK) Contact: 9-12 Coordinator

Grade Level Emphasis: 9-12

Purpose:

To offer a variety of part-time job opportunities to students in grades 9-12.

Plan:

The RENT-A-KID program functions throughout the school year to make part-time job information accessible to students.

A bulletin board is kept current in the Career Education Office with job opportunities posted as they are received.

The student is responsible for making direct contact with the potential employer.

Students are made aware of the Child Labor Law regulations.

Working papers are issued by the district when necessary.

Section E-9

Activity: STANDARDIZED TESTING Contacts: Coordinators-K-5; 6-8; 9-12

Grade Level Emphasis: K-12

Purpose:

To augment and/or replace test instruments now in use to include career development data for use by the individual and for improved career counseling.

To broadly assess the district program of career education to date.

Plan:

Various instruments introduced by the career education staff have been or are being tested in the schools by the guidance and counseling personnel and/or the career education coordinators for inclusion or as replacements, in the existing program.

Periodic assessments will be administered to monitor the effectiveness of the career education program.

Results to Date:

K-5 -	Career Development Assessment Teacher constructed	Elem.	1976-77
6-8 -	Planning Career Goals CTB/McGraw-Hill (See Appendix)	Grade 8	1977-78 Annually
9-12 -	Career Interest Survey Explorer Scout Council	Grade 9-12	Annually
	California Occupational Pref. Surv. COPS-EDITS Publishing (See Appendix)	Grade 10	1977-78

NOTE: The intent of the career education service and the guidance and counseling service is to enhance not increase the testing program now in existence. It is important if not essential to include career interests, abilities, and information data in a realistic testing service.

Section Z-12

Activity: THE "R.E.A.L." WORLD REPORT Contact: Total C.E. Staff

Emphasis: Educational Community

Purpose:

To share with the national educational community, activities and events of interest in the district of a career education nature.

To assist others by sharing ideas and concepts.

To give recognition to those involved in news-worthy activities.

Plan:

The newsletter is published four times a year.

The Council Rock High School Industrial Arts Department prints the newsletter.

Many items are submitted by district teaching personnel.

Each issue is 4-6 pages with printed and photographic copy.

Distribution: All district professional personnel

Board of School Directors
Selected school districts throughout the nation
Selected higher education agencies
Selected industrial agencies
IU and Department of Education
Bucks County Superintendents

Teacher Participation:

Teachers are encouraged to submit ideas and articles for inclusion and to alert the career education staff to activities that should be shared with others.

Section E-14

Activity: SERVICES TO THE EDUCATIONAL COMMUNITY Contact: Total C.E. Staff

Purpose:

To share materials and experiences with colleagues concerning career education at Council Rock.

To assist others in the development of career education programs.

Plan:

Staff members will present a brief program outlining the comprehensive career education plan (K-12).

Printed materials will be made available to visitors. This service manual will serve as a means of outlining the program.

Meetings and visitations to school and classroom activities will be made available.

Activity: SERVICES TO THE LOCAL COMMUNITY Contact: Total C. E. Staff

Purpose:

To communicate with the community about the career education efforts at Council Rock in behalf of their children.

To elicit support for the program and to increase participation by the community in the school program.

Plan:

Career education personnel make themselves available to service groups, parents groups and the business and industry complex to discuss the career education program and its impact on the community.

Career education personnel make themselves available to participate in community functions that involve the school community in a meaningful way.

AN OVERVIEW OF PROJECT SPICE

Frances M. Carter
Delaware County IU #25

Project SPICE, standing for Staff Programmatic Innovations in Career Education, is appropriately named. It has infused staff members in five school districts in Delaware County with a new understanding and sense of commitment about career education.

This exemplary regional staff development project was funded last fall under the Career Education Incentive Act. A grant of $50,000 for Year 1 was awarded to the Delaware County Intermediate Unit and five of its member districts: Chester-Upland, Chichester, Marple Newtown, Ridley, and William Penn. These districts have formed a consortium that is coordinated by the IU.

Each district has a custom-tailored career education program that is quite distinct and separate from the others in the consortium. The districts differ markedly in size, socio-economic levels, ethnic populations, and so forth. Each program then meets the unique needs of its student population.

But all school districts in the consortium are working closely together to equip teachers and counselors with the necessary knowledge and skills to be staff development leaders in their home districts. The ultimate goal is weaving sound career education and guidance components into the K-12 curriculum and services of the member districts.

To reach our five-year goal, we are forging important, much-needed bonds between the schools and the world outside--the home, the community, the university, and the worlds of business and industry.

This involvement with the "real world" outside the classroom walls is one of the strongest suits of career education. Educators constantly struggle to make classroom learning relevant. Nothing could be more relevant to the life of a student of any age than an emphasis on self awareness, self understanding, skills acquisition, and career preparation. These, of course, represent some of the components of our modern concept of career education.

These are the basic concerns of Project SPICE. One of the most heartening things we can share with our teachers is the fact that so many of them are already doing career education in their classrooms--and have been for a long, long time. To introduce a full-fledged career education program into a school district means getting it all together--getting down on paper, for instance, what so many good teachers have been doing so successfully over the years. It means sharing old and new ideas that work; developing a philosophy, goals, and objectives; and developing a skills continuum, a scope and sequence so that we can avoid unnecessary overlapping and repetition--or leaving out important concepts.

A major part of our joint task as a consortium has been to locate and train a small team of teachers and counselors in each district. They, in turn, will help other staff members find effective ways to infuse career education into the existing curriculum.

We recognized early that the "domino effect" would probably work better than any mass conversion attempt. If those who were committed to the philosophy of career education infusion could find one or two compatible colleagues who shared their enthusiasm, the chances of career education "taking" would be far greater.

Activities During the Past Year

1. Monthly SPICE Management Team meetings - regularly scheduled opportunities to plan, evaluate, and share problems and ideas.

2. A kickoff luncheon for 85 administrators and opinion leaders, featuring Dr. Edwin Herr as keynote speaker. Dr. Herr clarified the basic concepts of career education and heightened awareness of its importance in the K-12 school curriculum.

3. The luncheon was followed by a series of four full-day workshops in December and January, with 50 participants (approximately eight to 10 per district) receiving two graduate credits through Penn State. Dr. Edwin Herr, the workshop leader, gave us an intensive course on "What Every Teacher/Leader Needs to Know about Career Education - What It Is and How to Do It."

4. The Penn State workshops were followed in April by a two-day curriculum writing workshop at Villanova University. This was a practical, hands-on experience attended by most of the original teacher trainers as well as a number of new converts to the cause. Our trainer teams were growing.

5. One important bonus of the Villanova workshop was the opportunity to have Ruth Dennison-Tedesco of the Harrisburg Area Community College (HACC) Career Guidance Resource Center share her expertise and resource materials with us.

6. We rounded off our consortium teacher training events this year with a workshop designed to help teachers and counselors become effective change agents in their local districts. This met a need which had surfaced during the previous workshops. Participants wanted help with strategies for introducing new ideas and creating climates conducive to change.

7. Meanwhile, individual districts were holding their own community advisory meetings; career fairs, teacher trainer group meetings; additional courses for teacher trainers, using a variety of resource persons; inservice programs; and curriculum writing workshops (all districts have worked on curriculum during the year and are holding summer workshops).

8. Our first informational brochure has just been published and is a part of your SPICE packet today (7/24/80).

9. An integral part of any sound educational endeavor is evaluation, both formative and summative. We have been closely monitoring our project at the intermediate unit level and within the local districts.

Some of the good things happening in Project SPICE this year include: teachers and counselors finding new ways to work together, sharing professional interests and talents for the benefit of students; healthy interaction among districts including a sharing of ideas, programs, resources (both staff-produced and published materials), and enthusiasm; staff members developing new skills as innovators and change agents;

finding compatible links between career education and Project 81, the School Improvement Plan, the basic skills impetus, and EQA results; developing closer ties with home, community, higher education, and the fields of industry and business.

The Next School Year

As we approach the coming school year, we look forward to: sharing materials produced by member districts; opening a career education resource center in September; piloting, evaluating, and revising teacher-made curriculum materials; conducting staff in-service programs, widening the circle of informed staff members; starting a SPICE newsletter this fall; holding workshops and meetings for parents; involving the community to a greater degree in the career education programs of the schools; and sponsoring a county-wide career fair next year, aimed at middle school students and their parents.

Long-range Objectives

1. Developing a staff program for K-12 career education curriculum in all five districts.

2. Planning, writing, implementing, evaluating, and revising curriculum components with a projected deadline of 1985.

3. Publishing a staff development guide which will include six staff development modules with instructors' guides.

4. Compiling staff-developed classroom activities.

5. Publishing a handbook of strategies for special needs students.

Conclusion

As our consortium assumes a higher profile, it is clear that other districts in Delaware County are interested in joining our ranks. While much can be said for the "small is beautiful" philosophy, there is also much value in a county-wide career education effort. Our consortium is in a position to help other districts, to offer resources, and to spread "the good word." Finally, the cost effectiveness of such a consortium arrangement is undeniable. With a comparatively small grant, we have shaped a program which we hope will have lasting impact.

ROOM TO GROW: EDUCATING FOR A TOTAL LIFE EXPERIENCE

S. Theodore Woal
Consultant in Vocational Education & Career Education

Dr. Woal's presentation at the Institute of the Room to Grow program in Philadelphia was primarily visual. However, Dr. Norman Gysbers, Editor of the Journal of Career Education, has generously granted permission to reprint the following article describing the Room to Grow program which Dr. Woal authored.[1] That content follows:

The career education program Room to Grow is the outcome of the School District of Philadelphia's priority to infuse self and career awareness concepts in the elementary level curriculum. The fifth and sixth grades were selected as the initial target grades. It was felt that students in these grades possessed the research ability and curiosity to do investigative work. Sixth graders also were in transition to a middle school or a junior high school and it was appropriate to prepare these students for continued career development activities at their next educational level.

A group of interested teachers developed a teacher guide and student workbook and piloted it in several schools in the early 1970's. The evaluation of the program by the teachers suggested a downward extension. During the ensuing years 1973-77 groups of teachers from each grade level, kindergarten through four, and the program supervisor developed materials for all grades.

The teacher guides, resource manuals, and student workbooks were supplemented by a series of 26 career awareness booklets. These booklets were developed with the cooperation of industry, business trade organizations, and associations in the metropolitan Philadelphia area. Each booklet contained a text and illustrations of the various occupations included in the cluster. Two small grants from the

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[1]S. Theodore Woal. Room to grow: Educating for a total life experience. Journal of Career Education, 1980, 5(3), 217-224.

Federal program office of the school district supported some of the developmental work, and two state evaluations gave the program excellent ratings.

Today the program is in effect in over 110 elementary and middle schools, and over 50,000 students are involved. The goals at each grade level and the developmental units for each grade can be found in ERIC, ED 117-342 (1976).

The Room to Grow program attempts to enlarge students' awareness of the world of work and to develop relationships between home, school, community, jobs, and self image. The program presents a framework for developing respect for the dignity of work and an awareness of the need for all kinds of workers.

The goals of Room to Grow are developed through six phases: (a) teacher guided projects, (b) discussion with career education presenters from industry, business, and upper schools, (c) trips into the world of work, (d) pupil created projects, (e) community, industry, and parental involvements, and (f) co-curricular correlation and infusion.

A Rationale for Room to Grow

Interest in career development begins early in life. The experiences of childhood set the stage for later career decision making. Career choice is not a single choice, an event in time, but a series of choices which are made as the individual passes through various stages of development. Career development is seen by Super (1957) as an implementation of self concept, by Havighurst (1964) as achieving an ego-involving job, and by Roe (1956) as related to personality differences which are rooted to a considerable extent in childhood experiences. An individual's career pattern has many determinants--family, socioeconomic level, mental ability, sex role, personality characteristics, and the opportunities to which one is exposed.

Family Attitudes and Values

Children begin to acquire attitudes and values early in life, first from their parents and then from peers in the neighborhood and school. Since career preferences are attitudes toward work and occupations, it follows that young people who identify with their parents and their subculture may begin to develop preferences for the type of occupation which their parents value.

Socioeconomic Conditions

A child's perception of work may be complicated by the work roles observed in the immediate milieu. The middle class child may come to feel that occupational success must be in a white collar job to satisfy parental ambitions. On the other hand, children from low income levels may not have a suitable occupational role model in the family or see few family activities related to their aspirations. If they aspire to occupations which are above those of their parents, they are dependent upon exceptional relatives, upon the school, such sources as fiction, T.V., books, and other sources outside the home.

Educational Expectations

The relationship of education to the level of motivation in our society is direct. John Gardner (1963) indicated that the goals a young person sets are heavily affected by the framework of expectations of one's immediate society. If much is expected by parents and teachers, the chances are that the individual will expect much of the self. The school can create a climate wherein the child can dare to achieve an ideal self.

Development of Self Concept

To a large extent the self concept is rooted in childhood experiences. An infant learns to view the self in certain ways because of the treatment accorded. As a child grows older certain concepts are internalized through experiences and the attitudes and values of parents, siblings, peers, and other contacts. Children begin to develop a concept of self through their contacts and identification with significant adults. This process of self identification continues throughout one's life span. Thus, one's self image is based on a person's perceptions of what is internalized from what is perceived.

Role Models

The bases for career choices begin in early childhood and are affected in part by the quality of experiences or lack of experiences to which an individual is exposed. Growing up, developing a personality, being confident of one's ability to cope with the world of work, all influence career choice making. Research indicates that young people are very often influenced toward a particular occupation by a significant person in the young person's life. Frequently young people will say, "I want to be a nurse, or a doctor, or a research chemist because I had this science teacher who made science so interesting." Or, "When I grow up, I want to be an insurance agent. I picked this occupation because I want to help people plan for their future so they have money when they get sick or need to send their children to school."

The "who" in a person's life is important in shaping a career plan. A child who does not have such a person or persons may be seriously disadvantaged. It is in the miniature society of home and school that the individual gains the self respect and self dignity that will enlarge or restrict aspirations.

A Final Note

The above view of career development gave direction to the development of the Room to Grow program. Experiences in the program were developed which focused on elementary school children's feelings about the self, the image of the person they would like to become, and the conditions which operate either to expand or to restrict their view of the world and their range of choices. One purpose of the program was to improve self-confidence, to provide a wide range of career experiences, and to develop a reasoned approach to the process of career choices.

Room to Grow

General Goals

A review of the literature prior to the initiation of the program suggested the following general goals for Room to Grow:

1. Awaken in the child a sense of excitement and the hope about the self and possibilities as an adult and establish relationships between persons.

2. Use the child's innate curiosity and delight in discovery to help develop a positive self-concept and the dignity of each individual.

3. Provide experiences through a variety of activities that enable the child to expand vocational and occupational awareness and the value of all kinds of work and leisure activities.

4. Develop a desirable and effective approach to the process of career choice.

Specific Objectives

The teachers involved in the preparation of the curricular materials for the program agreed on the specific objectives listed below. The guides, resource materials, and student workbooks were to reflect each objective at a developmental level appropriate to the grade and maturity of the student.

1. Enlarge the student's awareness of the world of work.

2. Develop an awareness of the relationship between home, school, and the world of work.

3. Develop an acceptance of individual differences.

4. Develop an awareness of the need for all kinds of work for persons in our society.

5. Enhance self dignity and acceptance of the self.

6. Develop the concept that "interests" and "vocational goals" change as the maturation process proceeds.

7. Develop the concept of the dignity of work.

Teacher Guided Projects

Teachers and students are provided with manuals, guides, and workbooks for kindergarten and grade one through six. These materials develop a series of teacher directed projects and activities. Each project is presented in detail and at a developmental level commensurate with the age and grade level of the students and their individual concerns and interests. Thus, within a given class, projects from various grade level manuals may be in process.

Discussion with Resource Presenters

The teacher-directed projects are complemented with numerous visits to the class by representatives from commercial and industrial establishments, high schools, and colleges. In every case the visitors present role models for the pupils. What they have to say is usually supplemented by demonstrations. The presenters, when appropriate, wear the uniform of their job; however, the emphasis is always on the person in the job and distinct from the job itself. Thus, the student meets a successful person as a role model. In addition is the appearance of career presenters who have been requested by the pupils. These include parents, workers from the immediate community, school faculty members, former students, high school students preparing for various vocations, and other small business people.

Particular emphasis is placed on near peers and in this context senior students from technical high schools and other upper schools talk with Room to Growers about themselves--where they attended elementary school, why they are pursuing their particular studies, what they hope to be, and what plans they have for the future.

Observation in the World of Work

Trips to the world of work, business and industrial establishments, and agencies such as the Horticulture Society and the Society for the Prevention of Cruelty to Animals give the students an opportunity to observe people at work using the machines and technology of business and industry: "A drafter uses a lot of instruments. . . the architect showed me how to use a T-square and triangles." "When the telephone company visited our class we handled many different kinds of communication equipment."

To supplement the career resource presentations and visits to industry a series of career orientation booklets were developed with the cooperation of local industry, business, and industrial establishments. Students receive a copy of each booklet when a particular occupational cluster resource person delivers a class presentation. The booklets illustrate in text and pictures, games, and puzzles the cluster of jobs within a plant or industry segment

such as building construction, health careers, or restaurant jobs (School District of Philadelphia, 1977).

Pupil-Created Activities

The pupil-created activities and class projects present an opportunity for individual students and small groups or classes to engage in the research process and experience an "esprit de corp" through working together. They express their special interests and correlate curricular activities and career goals. These projects permit a "hands-on" experience using the tools and technology of industry. Examples of this type of activity include a model of a city, a class store, a class play, developing career posters, writing poems, and creating worker puppets.

Parent, Community, Industry Involvement

Parents and other community residents appear as resource presenters, act as helpers on trips, greet career visitors to a class, aid in the development of career bulletin boards and career material centers, assist students with the development of projects, and prepare career programs for the Home and School Associations.

Co-Curricular Correlation and Infusion

Correlated curricular and supplemental enrichment activities include such projects as calculating the salaries for jobs, determining wages and withholding taxes, and calculating other deductions from weekly or monthly salaries. Written expression is developed through writing letters to invite career resource persons requesting occupational literature and career information, and letters of thanks. Articles about careers are written for publication in school and community papers. Students use many diverse materials as techniques to infuse career education activities in the curriculum: daily newspapers, magazines, slides, diagrams, recordings and tapes, maps, pictures, books, television programs, tools, toys, and tables and charts (Woal, 1977).

Summary

Room to Grow implements the concept of educating for a total life experience. The program helps young people to become more aware of self and the world of work. It is an infusion program presenting teachers with guides, manuals, student workbooks, activity suggestions and supportive service and assistance that enables the teacher to include career education activities as an integral part of the daily curriculum exposure. The mission of Room to Grow is to develop and firm the relationships between home-school-education.

Room to Grow also helps students become aware of their potential and stimulates the development of career conscious individuals. These are individuals who in Gysbers, Miller and Moore's words (1973) are "able to visualize and plan for life careers." The challenge of education is to facilitate career consciousness in all students at all levels.

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LEGISLATIVE PERSPECTIVES ON YOUTH EMPLOYMENT, CAREER EDUCATION, AND CAREER GUIDANCE

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Introduction

In these turbulent times, providing legislative perspectives on specific social programs requires those gifts we usually attribute to soothsayers or statisticians. It is no longer enough to know why these programs are important, why they work, or why they are needed. Decisions about their status, their tenure, and their funding are rarely, ever, made on such documentation alone. Today's political leaders of every persuasion--Republican or Democrat, liberal or conservative--go most readily with the pull of events, notwithstanding the rationality or rhetoric of program supporters. Powerful dynamics born of momentum, of popular demand, or of disaster play a far greater part in those decisions than we have been willing to recognize.

So this is a difficult assignment, difficult because in conveying a picture of the current status of those federal initiatives we associate with youth employment, career education, and career guidance, I am also obligated to alert you to certain trends which may or may not transform these and other related program thrusts in the years ahead.

The Big Picture

Because those trends will have evolved from a far broader social program philosophy than these program titles suggest, it is important to review certain elements of that philosophy, however unrelated to one another or to our topic they may first appear to be.

1. Education has never been viewed as a subject of social welfare policy. True, education is a federal concern and a state response, but in the last analysis, it is a local function. The federal interest in education endures only as long as the government sees it as addressing other social concerns (economic, political, ideological). The state's interest endures because it is charged by law with ensuring its citizens

a free approximation to literacy. The local community, however, delivers education because, if it did not, anarchy or chaos would result.

2. The common theme of most social welfare legislation has been the reiteration of some notion of pathology. Youth are idle, illiterate, or troublesome; adults are poor or ill; the aging are all these things and more. This fundamentally actuarial reasoning--that programs based on these pathologies would be able to identify sufficient numbers of people to fit them--has, for the most part, been borne out. With the exception of the working class and civil rights movements, plus the quest for intellectual superiority engendered by Sputnik, the majority of the electorate has shown no concerted interest in redirecting this legislation toward the normative ends of capacitation, ends which are tied to some specific qualitative outcome in that majority's definition of the good life.

3. Since the early twenties, the guns-versus-butter debate has succeeded in maintaining the controversy necessary to perpetuate some degree of social programming at the federal level. It permits a continuing dialogue between people and their government. It allows each of these entities to safely argue essentially moral issues under the cloak of that sterile language associated with budgets and appropriations. The debate is actually a fiction, a useful smokescreen. Policies related to issues of national defense and human capital building are now--and probably always will be--viewed as mutually exclusive by our country's decision-makers.

4. The elimination of income poverty has always been an explicit objective of American social welfare policy. The fact that this "income" has been expanded to incorporate educational, social, occupational, mental and physical health dimensions should not distract us from its original focus, poverty, and its current translation, inequality.

5. Each piece of social program legislation that now survives or is proposed can trace its formal lineage back to either the Smith-Hughes Act of 1917, the Social Security Act of 1937, or to the War on Poverty launched in the early sixties. The close relationship between work and welfare that spread with the Protestant Ethic is still illustrated by the extent to which today's social welfare programs are linked, negatively or positively, to the mechanism of employment.

Based on the above, one is forced to accept the fact that the common thread nourishing each of our subject programs or functions is most probably not youth, not counseling, not even human capital building; it is their direct or indirect link to the goal of (full) employment. If a nation can observe its citizens at work and being productive, it can also say that its citizens are relatively free of the burdens of poverty, educational disadvantagement, discrimination on racial, sexual, ethnic, or handicapping grounds and, implicitly, the social and personal side effects of unemployment, malemployment or underemployment. (It also follows that the nation can then assume increased revenues from tax dollars, decreased outlays in compensatory programs, increased expenditures for national security and international prestige, and an eventual return to a balanced budget.)

Before we rule on this apparently cold-blooded analysis of the way things are and the way "our" programs will fit into that scenario, it could be useful to discuss a sample of trends supporting this position in each of the three subject areas:

Trends Affecting Employment Policies

1. According to Swartz (1980) two competing aspects of unemployment will always engage the attention of policymakers and economists: demand deficient unemployment (when the total demand for goods and services is not so high as the productive capacity of the economy; i.e., farms, factories lie idle; auto workers, waiters/waitresses and clothiers lose their jobs); and structural unemployment (occurring when people otherwise fit for work either lack specific and needed skills or are hampered in finding work by accidents of geography, the "high" minimum wage, the movement of the workplace itself, the welfare system and, most importantly, the lack of schooling or appropriate training).

2. Despite uncertainty over which kinds of federal job programs work and which don't, and over who has been helped and who hasn't, it seems likely that the future holds more of the same: more (and more expensive) training programs, more public service jobs and (when and if the inflation rate goes down) more stimulation of aggregate demand, possibly through a tax cut.

3. Weber (1980) predicts that in the 80's the labor force will grow by only 1.1 percent annually. And the American work force will age. The proportion of workers in the 16-24 age bracket will decline from its current 23.9 percent to 18.4 percent by 1990. Conversely, the number of people age 55 and over will rise (from 44.1 million in 1980 to 47.1 million in 1990). But fewer of this group will be working or seeking work. The trend toward more generous federal disability benefits and unemployment compensation, Weber adds, may cause many of these individuals to elect these alternatives over job hunting. Implicitly, this trend will be supported by the 25 to 40 age group who will be hustling for white and blue collar jobs and promotions in the 80's. The resultant competitive pressure will cause an increase in opposition to federal affirmative action programs, in the pursuit of graduate degrees, and in not so subtle demands to retire older workers. In any case, for every 10 workers competing for a single mid-management position in 1975, by 1989 there will be 13. To that total you can probably add three women and three members of minority groups.

4. Technological developments will tend to destroy whole industries while creating new ones. Peaceful developments abroad--in science, manufacturing, import policies--will also have impact on the structure of work in the United States. While few believe that Washington will retreat from its stand against racial or sexual discrimination on the job, even the most confident of forecasters are reluctant to predict how the government will deal with unemployment in this decade, except that it will.

5. The much publicized influx of refugees, combined with the continuing issue of illegal aliens, may give rise--if not carefully husbanded--to a negative form of nationalism. Fearful of their jobs, Americans will need constant reassurance that these groups have not, historically, caused a drain on state and municipal budgets, made excessive demands on schools, clinics or welfare officials, or failed to ante up with their share of income taxes. The question of jobs is another matter. Evidence at hand does show these groups willing and eager to take on tasks considered too menial for the average American, a factor which has yet to be analyzed for its impact (Freeman, 1980).

Trends Affecting Educational Policies

1. Lyndon Johnson's War on Poverty, sometimes known as the Great Society, is still alive and well. These essentially compensatory programs, initiated in 1965 at a cost of 800 million, can be found with different names and in different locations across the government bureaucracy. Their price tag today is 20 billion. How big is 20 billion? Big enough to place the poverty industry in the top ten of Fortune 500--somewhere between General Electric and Standard Oil of Indiana. Education's share of this mind-boggling sum, while still relatively small, is predicted to increase with each documentation that this establishment can prevent or remediate those conditions for which these poverty programs were designed.

2. Educators have been forced to become students if not masters of cost-benefit analysis as they argue for continued federal support of certain favored programs. Their growing skill in this area is likely to have interesting consequences in the future. Subsequent to their successful documentation that for each million or billion federal dollar appropriation for welfare, job creation, or rehabilitation, a fraction of that amount invested in preventive education has an equal or better chance of attacking those problems at their roots, they will be faced with yet another set of dilemmas. The first is the removal of the extended time historically allowed the educational establishment to demonstrate results; the second is the adversarial position they will then assume in their relationships with agencies and groups dedicated to remediation and reclamation.

3. Education will continue to be faced with decisions related to what Green (1980) describes as the best principle vs. the equal principle; ergo, equality vs. equity. . . as traditional schooling patterns come under closer scrutiny. Will it in fact continue to emphasize youth as a diagnosis requiring unequal distributions of energy and resource or, as Kahn (1980) put it recently, a normal stage of development carrying with it a normal load of developmental tasks to accomplish?

4. Other public pressures will affect education's status in the future, most notably its reaction to the call for restraint of both the powers and the costs of government. Educators will be vulnerable to the appealing arguments of those requesting them to choose between programs, a technique we recognize as "divide, sacrifice, and conquer" (pick one program over another), or in casting doubts about the motives and skills of lay groups or kindred service providers (by questioning the need to establish citizen advisory councils at every site where educational services are to be delivered, or by excluding allied professional groups from education's turf, for example).

Trends Affecting Guidance Policies

1. LaBier (1980), a psychoanalyst and researcher, recently completed a study on "Technology, Work, and Character." He observed that traditional psychotherapeutic treatment tends to ignore the debilitating, reciprocal effects of certain work roles upon mental health, and vice versa. The pathology of work (that is, how certain people in certain jobs discover that fundamentally asocial behavior is rewarded by promotion or power and how others become willing victims to a dependency structure requiring their routine humiliation by, if not subjugation to, that first group) illustrates the validity of investing large increments of group counseling services on the work site.

2. Gordon (1979) notes an increasing trend among employees to refuse to hire restless, creative self-starting individuals, a trend which has enormous implications for counselors. "Employers want people who fit in, who get along with their co-workers." Half in jest, Gordon observes that there are a few Edisons in America but they are either on welfare or in dull dead-end jobs; that America has lost Edisons because it can't "see" them and because they are alive and well and living in Japan (Gordon, p. 4).

3. The special career counseling and information needs of adults have become more and more resistant to the systems and technologies designed primarily for youth. Adult advocates point out that this group has less time and place flexibility, greater amounts of work experience, and fairly well entrenched work habits of either a positive

or negative nature. The challenge will be to provide vast amounts of localized vs. national career information, opportunities to unlearn non-productive work behaviors as well as to acquire new job skills--all in settings which do not smack of school or institution based origins (National Center for Educational Brokering, 1980).

4. The tendency of girls and women to cling to traditionally female occupational aspirations persists in spite of isolated examples of pioneering in new careers. Even college women are still studying in traditional areas where jobs are also scarce or low-paid. Kamer (1980) studied this apparent regression and found that graduate degrees awarded women between 1950 and 1976 were still largely characterized by female-associated fields of study in which--with the exception of nursing--the job outlook is notoriously poor (education, English and journalism, applied and fine arts, foreign languages and literature, library science). By contrast, she reports that by 1985, 56,000 jobs in engineering will have to be filled by only 49,000 graduates; 17,000 physicians and osteopaths will choose among more than 22,000 openings.

5. The labor market advantage enjoyed by those youth exposed to either career education methods of instruction or to vocational education has been found to be differentially affected by accompanying components of career or vocational guidance. Richmond (1979), Healas (1978), and Conroy (1976) point out that the generally short-lived advantage associated with vocational graduates (about four years) is more likely to be extended when these are present; i.e., more are found continuing their education or training at the postsecondary level, more demonstrate improved self image and assertiveness, and more are able to distinguish between and overcome certain barriers related to their sex. By contrast, career guidance elements of career education programs are shown to be most influential in school holding power (a not incidental goal of career education) with minorities (Jones, et al., 1975; McCulloch, 1963; Pittman & McWhorter, 1974), with truants (Grala & McCauley, 1976); with potential drop-outs (Bennett, 1975), with teenage parents (Lewis, 1975) and with those students who have no history of career exploration (Knosh & Grimm, 1976; Myers, et al., 1975).

It is time to move forward into the substance of this assignment. I do so with a sense of looking over my shoulder at some fast-approaching train of events which even now could be taking on a new character, if not a new destination.

Youth Employment

Among our three topics, the most dominant position is being held and maintained by the subject of youth employment. Teenage unemployment has reached crisis proportions, with levels of 50 percent reported in our largest cities. Clearly there is no contest as to this problem's higher priority with this country's policy-makers and interest groups. Ranked first on the President's domestic policy agenda, it has generated dozens of task force reports, at least six pieces of legislation, and the submission of hundreds of studies probing its possible causes, its long term effects, and its potential solutions.

Three essentially new elements distinguish the government's current legislative focus on youth joblessness from the many apparently similar efforts preceding it. The first is its implicit emphasis on the underserved, disadvantaged minority youth of secondary school age. . . as personifying unemployability at its most damaging and thereby its most challenging. The second is its inherent appeal to the reclamation instincts of such disparate groups as sociologists, educators, behavioral and social scientists, criminologists. . . in company with those national decision-makers seeking justification for making education and primary prevention integral components of America's employment and manpower policies.

The third and least publicized of these elements is the youth initiative's source. The Youth Act of 1980 did not emerge full-blown from a government agency, a Congressional chamber, or even from the hand of a helping profession. Laws already on the books: CETA, YEDPA, Vocational Education, Career Education, and Title I of ESEA, for example, were considered sufficiently responsive to the needs of youth. It derived from crowded inner cities and isolated rural areas where evidence of the worsening job status of these youth was defying each and all of these well-intentioned efforts. Our present compensatory

education and job programs were not, in fact, making any appreciable difference in reversing the social disadvantagement and basic skill deficiency characterizing certain youth who were also poor, members of racial or ethnic minority groups, and without that legacy of achievement, confidence, and readiness that exposure to schooling has presumed.

The communities where these youth are found lost no time in conveying this message to Washington nearly two years ago. Citizens groups, urban leagues, employers, and parents, spurred as much by the potential of local unrest as by motives of altruism and correction, bypassed their local schools and their CETA prime sponsors and launched a full scale letter writing campaign to President Carter and Vice President Mondale. The fruits of their efforts became what we now know as H.R. 6711 and S. 2385, the yet-to-be-enacted or reconciled ingredients of the Youth Act of 1980.

Two titles constitute the message of this proposed legislation. Title I, drafted by the Department of Labor, expands the concepts first embodied in Title IV of CETA to include far more emphasis on job seeking, finding, and keeping skills; extended and intensive counseling services; benchmarks for individual and program achievements; the institutionalization of youth employment plans; contracting among and between youth as well as adult service providers to accomplish specific community goals. . . each of these and other activities focused on the out of school youth of high school age. Title II, the Education title, appears at first blush to be a secondary school replica of Title I of ESEA. The difference between the two lies in the expected outcome of this basically remedial and compensatory effort. Unlike Title I of ESEA, the Youth Act's Education title launches the search for those schools where junior and senior high youth of proscribed levels of poverty and/or basic skill deficiency are present in large numbers. Once these schools are identified, a year of planning among educators, on-site advisory councils, vocational schools and skill centers is required. Subsequently, program implementation would take the form of remedial or stepped-up academic skill development, personal and social skill-building, the opportunity to acquire specific vocational

competencies. . . all geared toward the dual outcomes of employability and school recidivism.

Until recently, passage of this ambitious legislation by this Congress was all but assured. The Labor title had overcome its first draft polemics about education's shortcomings and had reappeared as a thoughtful and challenging extension of CETA. The Education establishment had approached what appeared to be consensus on its title; all that needed resolution were the apparently simple compromises to be made between various education and community interests on topics of local control and advisement. Those who have studied Title II can perhaps understand the current turmoil among these constituencies. Local control is in contention, with community-based organizations and vocational education interests demanding, respectively, more involvement and a specific percentage of local funds. These frictions had led to what is now described as a temporary stalemate, further exacerbated by the surprise action of the National School Boards Association, the American Academy of School Executives, and the National Association of Secondary School Principals. In a letter to Carl Perkins, the Chairman of the House Committee attempted to move H.R. 6711 into conference with the Senate Committee concerned with S. 2385, these groups protested the small sums authorized ($300 million) for the first year of the program as well as the building level of the citizen advisory council's apparent sign-off powers.

In brief, national associations representing local educational leadership lodged their objection to the bill and urged its defeat by the House of Representatives. The far larger group of the legislation's advocates were stunned by this move and quickly launched a counter effort to modify its impact on both Houses of Congress. The Chief State School Officers, the Education Commission of the States, the National Association of State Boards of Education, the National Governor's Association, and the National Council of State Legislatures, rallied to this breach, as did our own APGA.

The extended verbal and written testimony given on June 17 at the request of Senator Claiborne Pell and (later by letter) by Clemmie Solomon, Chairman of our Government Relations Committee, serves to illustrate key points made by these and other constituencies as they too came to

the legislation's defense. Refusing to attack the views of the title's opponents, Solomon instead concentrated on reaffirming the need for the Youth Act in its entirety. He made six salient points which I paraphrase here:

1. No current legislation does (or can do) the job.

2. Title I (of ESEA) cannot be sufficiently broadened to meet the remedial education needs of secondary school youth without watering down its effects in our elementary schools. Moreover, should Title I be chosen as a vehicle, a three-year wait until its reauthorization comes due would be indefensible.

3. The bill's focus on the reclamation of secondary school age youth is unique.

4. Accountability is good; benchmarks of achievement are reasonable and have far ranging implications for all social welfare legislation.

5. The legislation emphasizes drop-out prevention through the provision of incentives improving the personal, social, educational, and vocational status of underachieving or disadvantaged youth.

6. The required interface between the Labor and Education title, between the Education community and the private sector, are explicitly drawn.

We as counselors and educators are now in limbo as we await the results of these and other arguments in favor of the Youth Act of 1980. The prognosis for its passage has unquestionably been worsened by contention within our own ranks; a contention which reduces--almost daily--the likelihood that those youth for whom this legislation is designed will ever know its benefits.

Career Education

To speak of legislative perspectives for career education is to speak of the remarkable accomplishments of your first speaker here at this Institute. Because of his efforts, no other educational reform can match career education's tenure, the quality of its local support, and its capacity to wrest victory from the jaws of defeat on occasions when legislative or fiscal supports are in jeopardy.

Clearly, the idea of career education is well entrenched in a majority of our schools and in an increasing number of our communities,

and it is being "heard" within more and more board rooms and union headquarters where our corporations and labor groups gather. It is equally clear that one man, Ken Hoyt, has succeeded in maintaining the life force of this particular educational change well beyond the typical lifetime we associate with an innovation devoted to "wellness." Understandably, then, the time and attention I give to career education here will be considerably abbreviated. (It takes little time to share with you--for example--the fact that while national appropriations for P.L. 95-207 were threatened by a proposed cut of half of its 20 million dollar allocation for fiscal year 1980, five million dollars of that cut were recovered as a result of grass-roots lobbying at its most effective.) Two other observations need to be made here, however, in light of their historical and current relationship to the continued life expectancy of career education as we know it.

As this national program enters a new decade, it can ill afford to forget its roots and the visions of those whose thinking laid the groundwork for its acceptance by the schools, by the helping and teaching professions, and finally, by those who make policy at the federal level. I speak here of the counseling profession as a whole and of Ed Herr in particular. No single group and no single person have served the advocacy role so persistently and so well. Herr's early work, Unifying the School Curriculum around a Career Development Theme, remains the omniscient classic; its influence over Sidney Marland's later policies and over Hoyt's decision to take up the cause remains unchallenged in its primacy.

More recently, our profession again took up the challenge to restate its beliefs and its contributions as they relate to career education, thus muting its conviction that career guidance had also played a major part in establishing the theoretical framework in which career education was freed to grow and be nourished. Under contract with the federal office, APGA recently completed an extensive study of the role of the school counselor in career education. The ultimate objective of the project was to reach consensus on important distinctions and commonalities between and among career education, career guidance, and career development; as well as to reconcile these with the

profession's current assessment of who best to deploy its resources in the future. A significant product of this study is the recent publication called, The School Counselor's Involvement in Career Education (Burtnett, Editor, 1980). Written by a number of your counselor colleagues, it is worthy of your study. Consensus has not been reached, but career education is at last "understood" by counselors.

A second and final observation that has bearing on the future of career education is triggered by remarks Hoyt (1979) made in Anaheim, California, as he addressed AVA's Guidance Division. In brief, Hoyt shared with this group his concern that issues uniting career education and vocational education in the past are dividing them in the present. He recalled the strong moral and fiscal support characterizing vocational education's involvement between 1971 and 1976, contrasting it with the silence that has followed in terms of AVA resolutions and policy statements in support of career education. In his call for a refocus on those objectives shared by both program initiatives, Hoyt provokes me to suggest a far larger mandate for career education in the 80's: the deployment of its uniquely motivated and skilled protagonists at all levels to the pursuit of yet-to-be-articulated social welfare goals and the companion willingness of its national leaders to urge the full absorption of its riches, not its name, into the fabric of American education.

Career Guidance: In hoc transit

To align career guidance with career education and youth employment in this discussion is particularly challenging. This is not because career guidance doesn't fit in that trio; it is unquestionably compatible on philosophical and programmatic grounds. It is because it is not now, as such, the principal subject of any current or proposed legislation. One might then ask why and for what purposes should legislative perspectives in career guidance be considered here at all?

Some of the answers to that question are obvious to the historians among us; others may be more elusive. Clearly the act or process of career guidance predates and subsumes the more recent decisions by Congressional leaders that we should refocus the attention of our schools

on work values as one of the goals of education and communities alike on combatting rising youth unemployment. Yet this very emphasis on process, and on the practitioner with whom it is intimately associated, may partly explain why career guidance, in and of itself, is viewed by those leaders as incapable of translation into legislation with a reasonable chance of passage.

Many of you will remember the attempt to do this when the Career Guidance and Counseling Act of 1975 was introduced first as HR 17575 and subsequently as HR 3270 in the final session of the 93rd Congress and in the first session of the 94th. Many hours were donated by APGA's leaders to the crafting of this bill, the first unified attempt by our profession to express certain of its beliefs in legislative terms. But we were politically, if not professionally, naive. We believed that uniting our processes and practitioners in a concerted effort which would assist <u>all</u> students to negotiate certain career development tasks was good and sufficient reason to create enabling legislation. We know now that it was not. Yet in retrospect, this loss translated to something better equated with growth than with defeat.

Looking back from the vantage point of more than six years, we can see two major legacies from that experience. The first deals with the profession's re-assessment of career guidance as a program outcome, as well as a process; an outcome as dependent on the teamwork of dozens of kindred professionals and lay citizens as it is on the counselor who coordinates that team. The second is the recognition that the real strengths of the process and the practitioners who know it best are demonstrated most effectively in (national) programs focusing either on improving the status of particular target groups or on reducing the level of some negative index of the nation's mental, physical, or occupational well-being.

Evidence that this learning has been absorbed and applied by our profession is abundant in current law. Two particular examples come to mind. The first is noted in Section 134 of the Vocational Education Amendments of 1976, in which a minimum 20 percent setaside of Program Improvement funds for Vocational Guidance became a function of law versus local discretion. The distinction making the difference between

this language and that of H.R. 3270 was clearly its focus on a recognizable target group, the potential or actual vocational student. Another factor assuring its inclusion was the section's implicit acknowledgement of a yet-to-be-confirmed (or refuted) complaint by the vocational education community: that these youngsters are usually ignored when guidance services are being distributed across a school's population.

Another example which has direct bearing on today's discussion is the infusion of a career guidance entitlement in Public Law 95-207, the Career Education Incentive Act of 1977. We are all familiar with the requirement that no less than 15 percent of the local pass-through funds must be spent on career guidance and that at least one person on the state agency staff administering those funds must have counseling credentials. Here we find the process and the practitioner designated as inhibitors of those education/work discontinuities which, if left unchecked, become the objects of remedial legislation.

Many illustrations can be offered in which career guidance plays a more subtle, but still recognizable part in achieving other legislative goals. References to it can be found in amendments to Higher Education (H.R. 5192; S. 1841); the Rehabilitation Act (P.L. 95-602); the Older Americans Act (P.L. 95-478); Veteran's Health Care (P.L. 96-22 and P.L. 95-202); CETA (P.L. 95-93); Aid to all Handicapped (P.L. 94-142), among other ongoing programs. Equally interesting is that executive branch agencies are electing to expend some percentage of their discretionary allotments on soliciting or conducting related research, research in which prototypes of career guidance, career decision-making and career information system technology are examined for their application to predicted shifts in resource allocation and related public policy. These largely unpublicized investments are occurring in such diverse agencies as the Departments of Agriculture, Commerce, Defense, Justice, Energy, Transportation, and Housing. . . as well as in the more expected locations of Health and Human Services, Education, and Labor.

Should we then conclude that, based on this evidence, career guidance has come into its own, if not into its own free-standing

authorizing statute? Quite a distance has been travelled, it is true, between H.R. 3270 and the general esteem in which work-focused guidance is being held by some of our former critics. Most of us have learned not to get distracted by arguments about turf, by semantic distinctions between terms (vocational guidance vis-a-vis career guidance, for example), and by squabbles over process ownership. But we do persist, and are increasingly respected for doing so, in our conviction that optimum career development should be the consequence of any intervention given the name career guidance (and not incidentally, of its close relative, career education as well). Still other challenges wait their turn in testing our maturity in this area, however.

One challenge is embodied in the apparently unrelated Elementary School Guidance and Counseling Incentive Act of 1979, the other in the imminent reauthorization of Vocational Education. Briefly, the challenges are these:

1. H.R. 5477 has as its long range objective the installation of guidance programs in every elementary school in this country. Its legislative design follows the pattern established by P.L. 95-207 (Career Education), by sunsetting its provisions after decreasing federal matching funds over a period of five years. Superb lobbying efforts have won 35 co-sponsors in the House, and grass roots enthusiasm remains high. Nonetheless, several steps must be taken if we are to avoid the fate associated with H.R. 3270. One might be to tie its comprehensive language to a specific social benefit having political as well as public appeal: the reduction of school violence or vandalism, for example. Another is to correct the strong suggestion in this bill that only licensed or certified counselors may provide elementary school guidance. This not only telegraphs the legislation as professionally self-serving (and has been so noted by social workers and special educators) but could rule out its later incorporation as a title within reauthorizations of ESEA, Juvenile Justice and Delinquency, P.L. 94-142, or the Mental Health Systems Act. . . among other possible locations.

2. The reauthorizing language for Vocational Education, due by 1982, is already being formulated by that community. APGA has

proposed far-reaching language changes which would not only specify vocational guidance as one of the stated purposes of the law but would inaugurate a means for tracking its effectiveness in carrying out each sub program's objectives. . . from residential vocational schools to consumer and homemaking programs. In essence, APGA's recommendations put vocational guidance on the line as accountable at some level for the success of a state's vocational program in its entirety. Correspondingly, the setaside language is modified to address this greater challenge by proposing a minimum six percent setaside from the combined program appropriations we now associate with both state grants (Subparts 2 and 3), disadvantaged programs (Subpart 4), consumer and homemaking (Subpart 5) and administration (Section 102-d); a setaside which should yield (if funding is maintained at its current levels) a national appropriation of approximately 43 million as contrasted with the 26 million now available. This proposal has won unqualified support from AVA's Guidance Division but has yet to be acknowledged by AVA's headquarters staff. In the very near future, measures of its palatability will be taken there as well as in the receptivity to testimony scheduled before the House Subcommittee on Elementary, Secondary, and Vocational Education.

A footnote to this second example of career guidance on the move is indicated. With the temporary and perhaps permanent loss of appropriated and authorized guidance and counseling funds under Title IV-D of ESEA, the counseling community is especially vulnerable to charges of grasping at each and every straw in hopes of gaining access to established legislation. Precise and persuasive documentation of counseling's contribution to achieving goals already set by others takes time to compile. . . as does arriving at the decision that such involvement is even appropriate. Over the long run, career guidance and indeed, guidance and counseling in general may make the best case by refusing some future provider or process option on the grounds that the subject legislation is either alien to the standards we profess or is proposing a role exceeding our capacity to deliver.

Summary

There are limits to what legislation in any one area can do. A national job program, a national guidance policy, or a national redirection of education toward the intersects of schooling and work are not likely to fully solve the problems they were and are designed to address. The sad truth is that some obstacles to better jobs and better lives just aren't susceptible to government intervention and to quick legislative remedies. But there is also the fact that every altruistically and socially motivated advance causes what historian Morris Vogel (1980) has called a shrinking residual of "sickness," a reduction which must be credited to the persistence with which our professions and our institutions have mobilized at each sign of pain, weakness, or inequity.

Featherstone (1979) has noted that the question of the relationship between social services and egalitarian change is far more complex than the Populists or revisionists would have us believe. Their essentially unfair attack on professionals in the 60's has resulted in a chastened liberalism in our electorate, a liberalism that is just now beginning to invade our legislatues. This new liberalism expresses compassion for people but, at its roots, it teaches that only self-interest holds society together. At its base it rests on an atomistic and economic view of life, a market model of society, one which says that if all the nation's wealth were redistributed among the poor and the different there would be no need to establish social programs, to pay their administrators, their service providers, to feed the sparrows (as the saying goes) by feeding the horses. It is a seductive argument, but woefully insufficient. Any policy arising from such premise operates on a fundamental loss of faith in social sympathy, Featherstone insists. It overlooks the many ways we are all implicated in each others' fates; its precise intention is to see that every man and woman remains an island, free of the collective consequences that are the result of collective actions and responsibilities (Featherstone, p. 47).

People do need financial help but that is not all they need. It is true that the need for help subjects people to the power of bureaucrats and professionals. It is equally true that the revisionists had

some useful warnings to sound. But to bypass the real challenge, that of framing contexts which offer people more choices of the kinds of help they will seek or receive, is far more dangerous. Flawed as professional and bureaucratic structures are, they serve to anchor and institutionalize the authentic needs and visions of citizen coalitions.

So the assumption that we can dispense with the services we now have should be rapidly discarded. In studying three finite examples here we have learned that we are not facing a high level policy discussion over whether to stress income rather than service strategies. The real political question is how we can build alliances among the poor, the minorities, the working class and the professions. What is required as we work toward the solution of these and other social challenges in the decades ahead can be informed by our discussion, nonetheless. If some brave new national manifestation of what career education now describes as school-community collaboration, combined with what counseling defines as social engineering with a heart, actually comes to pass--is it beyond the scope of rational thought to assume that youth employment prospects will subsequently improve? The tool of legislation is simply that. Its power is empty without the stuff of visions like these.

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SUMMARY OF THE INSTITUTE:
THEMES AND RECOMMENDATIONS FOR ACTION

Stanley B. Baker, George R. Hudson, and Donald B. Keat II

The Third Annual Institute for Guidance Leadership was cooperatively developed by the Counselor Education Faculty at Penn State and the Pennsylvania Department of Education with the support of Penn State Continuing Education. A full agenda of speakers and working groups was created, thereby challenging both the intellect and the stamina of the participants. Dr. Donald Keat has organized the content of this Institute around the multimodal HELPING theme which has proven so useful in therapeutic and counseling settings. This approach provides a useful lens with which to view the Institute.

To refresh readers' memories, if they have been exposed to the multimodal approach, or to clarify the model for those not informed about it, a brief summary is delineated at the start of each mode.

In the multimodal approach there are seven interactive modalities which we are concerned about. These seven zones are described by the acronym HELPING (see Table 1). By keeping this mnemonic device in mind, you can clearly remember each of the seven modes. The following table summarizes perceptions of some of the multimodal gains made during the course of the week-long Institute. For each mode (note) we will briefly identify some of the major content which presenters and workshops related to it. Dr. Edwin Herr was the major orchestrator for the Institute and he is primarily responsible for conducting the following seven modes (notes) and organizing them into a consonant whole (see Table 1).

Health. This mode is generally concerned with the biochemical balance of one's body as well as the life regulation patterns dealing with such variables as exercise and sleep. The daily luncheons at the Kern Conference Center and the picnic at Penn's Cave provided the participants with a generally balanced diet and pleasant fellowship.

Although the Institute directors provided outstanding models of exercise programs (e.g., Herr's daily walking miles to work, Hudson's

Table 1

Multimodal Gains in Leadership Institute

MODE	GAINS
Health	Balanced nutrition = lunches, picnic (In vino veritas) Exercise (Campus walking, games)
Emotions - Feelings	Developing humor, having fun Group Catharsis (daily small group meetings) Feelings re Disadvantaged (Miles)
Learning - School	Securing financial support (Pinson) Handicapped (Brolin)
People-Personal Relationships	International approaches (Herr) Working with parents Community collaboration (Topouqis) Collaboration with State Department of Education (e.g., Meerbach, May, Dread, Musto, Wollick, Shellenberger)
Imagery - Interests	Self-image (Woal) SPICE (Carter & Gallagher)
Need to Know - Think	Comprehensive Models (Hohenshil) Career Education (Ettinger) Career resource centers (Landrum-Meerbach)
Guidance of Actions, Behaviors & Consequences	Ten skills in career education (Hoyt) Behaviors learned, renewed energy

and Baker's running miles), it was the scheduling of meetings, lunches, and coffee breaks in different buildings which forced others to walk more. After the numerous volleyball and softball games at the picnic and the ensuing conversations about exercise and running, persons were awarded recognition for their performances (e.g., Hilda Minkoff voted MVP for the other team!).

Emotions-Feelings. The affective mode is often considered to be the bailiwick of counselors. Herein we have a chance to model appropriate coping behaviors. Both during presentations and in small groups, presenters and participants exhibited positive approaches to humor. Some fun was experienced within the framework of the Institute (i.e., enjoyment of meetings) as well as in extra activities (e.g., picnic plus individual and small group activities on one's own time). Participants also had a daily hour of small group meetings wherein they could cathart about sessions and facilities. Johnnie Miles cued participants in on feelings regarding the disadvantaged.

Learning - School. Due to the fact that most of the participants are directly tied into working in the public schools, this mode was of great concern. Various components of the school environment were dealt with. The realities of attempting to obtain federal finanical support for our programs were developed by Nancy Pinson. Considerations in educating the handicapped were outlined by Donn Brolin.

People - Personal Relationships. Interpersonal relationships are at the core of much of what we do. In broader environmental contexts (e.g., the home), working effectively with parents was an issue periodically raised. An effective community program in Akron, Ohio was delineated by Nick Topougis. Finally, we in the schools need to collaborate with our State Department of Education in order to utilize effectively their talents as well as to meet state guidelines in the career education area. The Institute provided an opportunity for participants and PDE guidance and pupil personnel staff to interact at a personal level.

Imagery - Interests. How you perceive yourself in your mind's eye (imagery) is an important basic ingredient of how you function on your job. By systematically enhancing your functioning these seven modes,

you can feel better about yourself and thus operate more effectively on the job. Ted Woal presented programs for enhancing children's (K-6) self-esteem and career awareness. The Staff Programmatic Innovations in Career Education (SPICE) was introduced by Al Gallagher and presented by Fran Carter.

Need to Know - Think. This mode is essentially the one in which we become aware of a variety of things. By acquiring suitable cognitive-thinking skills, we can then deal with our lives more effectively. Career education was the major focus of the conference. An overview of models was presented by Tom Hohenshil. A specific program in The Council Rocks School District was delineated by George Ettinger. The implementation of career resource centers in the schools was outlined by John Landrum. Some of his presentation was based on materials from John Meerbach's The career resource center (New York: Human Sciences Press, 1978).

Guidance of Actions, Behaviors and Consequences. One of the goals of counseling and guidance is to change a person's behaviors (actions). One way in which we can become more effective is to plan, schedule, and order our priorities in order to use our time effectively.

Ken Hoyt contrasted career guidance and career education in ten areas. He opened up the Institute and set the tone for a week of growth. It is hoped that participants learned some new behaviors and went back to their jobs with renewed energy. By utilizing this multimodal model, you can approach the future with hope and thus implement effective changes in yourself and others whom you are called upon to help.

CONCLUSIONS AND RECOMMENDATIONS

Since implementation of career education programs requires funding, as well as philosophical support, there is a real need to educate top school administrators in addition to building principals. At the same time it is necessary to dispel the fear of teachers that career education is just an "add-on" chore for them. Administrative representation on the advisory committee is highly desirable.

Public relations programs that bring together school and community groups, including business and industry, need a great deal of attention. Support for career education will be increased if monthly newsletters, describing local activities, are distributed to administrators, teachers, parents, business/industry, and local media.

Even the most extensive collaboration between schools and the business community must start at a modest level. The important thing is to start. Business/industry representation on the advisory committee would carry weight with local school boards.

The role of the advisory committee is vital, not just in starting career education programs, but also in maintaining them after the seed money has been used up.

Career education growth and expansion will be greatly enhanced if the intermediate units gave it their full endorsement and support.

Inservice education on a regular basis must be provided for teachers involved in career education.

Seminars on career guidance and career education for personnel in local school districts should be offered at community colleges throughout the Commonwealth.

PDE should: (a) identify model career education programs which could be visited by representatives from other schools, (b) distribute brief descriptions of existing programs so that ideas and practices can be exchanged, and (c) distribute a list of consultants available to local school systems.

Documents on career education, whether from the state or federal level, need to be supplied directly to counselors as well as to chief school administrators, some of whom do not routinely forward such materials to the guidance staff.

Support is needed for the Elementary Guidance Counseling Incentive Act to hasten the implementation of career education at the elementary level.

It is essential that counselors themselves be committed to and knowledgeable about career education if such programs are to be successful. Counselors must give career education and career guidance high priorities.

In working with special needs students, a team approach is vital, the counselor being but one member of such a team. Serious input is needed from teachers of exceptional children.

Group guidance activities provide an excellent opportunity for counselors to identify the specific needs of individual students.